



the chicago  
cluster of  
theological  
schools

Bethany Theological Seminary  
Catholic Theological Union  
Chicago Theological Seminary  
DeAndreis Institute of Theology  
Jesuit School of Theology in Chicago  
Lutheran School of Theology at Chicago  
McCormick Theological Seminary  
Meadville/Lombard Theological School  
Northern Baptist Theological Seminary

**ANNOUNCEMENTS**

**1977-1978**

# COMMON ACADEMIC CALENDAR

## 1977-1978

### FALL QUARTER

September 19-23	Orientation and Registration
September 26	Classes Begin
October 20	Cluster Field Education Conference
November 10	Cluster Interprofessional Symposium: Ministry and Social Work Ethics
November 24-27	Thanksgiving Recess
November 28-December 2	Registration for Winter Quarter
December 9	Fall Quarter Ends
December 10 - January 1	Christmas Recess

### WINTER QUARTER

January 2	Classes Begin (Late Registration)
February 9	Cluster Interprofessional Symposium: Ministry and Business Ethics
February 20-24	Registration for Spring Quarter
March 17	Winter Quarter Ends
March 18-26	Spring and Easter Recess

### SPRING QUARTER

March 27	Classes Begin (Late Registration)
April 2-8	Cluster World Mission Institute
April 18	Cluster Interprofessional Symposium: Ministry and Medical Ethics
April 28-29	Cluster Interprofessional Symposium: Ministry and Legal Ethics
June 2	Spring Quarter Ends (BTS, CTU, DIT, JSTC, MTS, NBTS)
June 7	Spring Quarter Ends (LSTC)
June 9	Spring Quarter Ends (CTS, M/L)

1977

JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S - - - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - - -	S M T W T F S - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 - - - - -	S M T W T F S - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - -	S M T W T F S - - - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
MAY	JUNE	JULY	AUGUST
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - - -	S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 - -	S M T W T F S - - - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - - -	S M T W T F S - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - -
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 -	S M T W T F S - - - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - - -	S M T W T F S - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 - - -	S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

1978

JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - - -	S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 - - - - -	S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S - - - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 - - - - -
MAY	JUNE	JULY	AUGUST
S M T W T F S - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - -	S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 -	S M T W T F S - - - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - - -	S M T W T F S - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - -
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S - - - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 - -	S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S - - - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

# TABLE OF CONTENTS

Foreword .....	3
Cluster Institutions .....	5
Course Identification Code .....	12
Cluster Areas of Concentration .....	13
Personal Transformation .....	15
Social Transformation .....	17
Celebration .....	19
Cross-Cultural Communication .....	21
Interpretation and Communication: Teaching .....	24
Interpretation and Communication: Preaching .....	27
Cluster Pastoral Care and Counseling Program .....	30
Cluster Interinstitutional Team-Taught Courses .....	33
Cluster Inter-Campus Courses .....	38
Cluster Black Studies .....	40
Cluster Women's Issues .....	44
Cluster Latino Studies .....	48
Courses of Study .....	52
Biblical Studies .....	52
Old Testament .....	52
New Testament .....	56
Biblical Languages .....	62
Judaic Studies .....	63
Historical Studies .....	63
Theological Studies .....	71
Ethical Studies .....	84
World Mission Studies .....	89
Ministry Studies .....	91
Nature and Functions of Ministry .....	91
Pastoral Care and Spiritual Direction .....	92
Liturgy and Worship .....	97
Preaching and Communication .....	100
Religious Education .....	103
Organization and Administration .....	105
Church and Community .....	107
Canon Law .....	108
Theological Librarianship .....	109
Supervised Ministry .....	109
Interdisciplinary/Integrative Studies .....	112
Cluster Personnel .....	115
Faculty and Executive Officers .....	115
Librarians .....	131
Announcements .....	133
Cluster Library Services .....	133
Cluster Theological Language Courses .....	134
Cluster Center for Theology and Ministry in Global Perspective .....	134
Center for Advanced Study in Religion and Science .....	135
Institute on the Church in Urban-Industrial Society .....	137
Chicago Theological Institute .....	138
Chicago Area Colleges and Universities .....	139





# FOREWORD

According to a recent *New York Times* article the Chicago Cluster is "an experiment in theological education that many seminary experts believe to be the most broad-based and potentially influential design in the nation." After mentioning several other cooperative programs the author added that "none has created quite the attraction that the Chicago Cluster has generated."

Why this attraction?

Because the Chicago Cluster is broad-based. That is one reason. Evangelicals, Catholics, Liberal Protestants, Mainline Protestants in actual cross-registration sufficient to provide opportunity for serious dialogue in numerous courses. Great varieties in personnel—in race, sex, nationality, age, theological understanding, etc. Yet each of the nine schools provides its own educational matrix and has as its purpose preparation for a particular denomination and tradition. And all the schools concentrate upon preparation for professional ministry.

Thus a student is invited into a richly varied context and an ecumenical fellowship in order to undertake disciplined intellectual effort and serious formation for the ministry of a particular church.

This past year there were well over 1000 instances of cross-registration, which is a good sign that students are finding the value in a wide range of choice as they shape their own best educational experiences.

One unique feature of the Chicago "experiment in theological education" is the Areas of Concentration, four or more opportunities each year to specialize for a term, with the outstanding faculty resources from nine schools, in such areas of ministry as: Personal Transformation, Social Transformation, Celebration, Cross-Cultural Communication, Teaching and Preaching.

Other features of the Cluster in terms of academic offerings constitute the first part of this book. Enriched library offerings through cooperation, ecumenical worship, outstanding visiting lecturers, and a number of other events and programs enrich the educational milieu for students of the Cluster schools.

Both as an ecumenical community and as an educational consortium the Chicago Cluster shows signs of vitality and growth which translate into an exciting and enriching context for the study of theology and for preparation for ministry.

Frederick K. Wentz  
Executive Director



# CLUSTER INSTITUTIONS

## CHICAGO CLUSTER OF THEOLOGICAL SCHOOLS

The Chicago Cluster of Theological Schools is an ecumenical association of six Protestant and three Roman Catholic seminaries. While preserving their legal autonomy and denominational integrity, the schools espouse common commitments to provide graduate professional education of the highest order in equipping men and women for leadership as ministers, priests, and laypersons in serving the world and the church.

Such common commitments involve educational, theological, and financial purposes. Educationally, the Cluster reflects the purpose of its member schools to maximize the scope and depth of excellence in theological preparation made possible by the coordinated sharing and development of resources such as faculties, libraries, auxiliary services, physical plants, and funds for new and ongoing programs. Theologically, the Cluster reflects the purpose of its member schools to prepare leaders whose identities are both rooted in their respective confessional and ecclesial traditions and informed by appreciation of the richness of ecumenical and interfaith perceptions of divine concern for the world. Financially, the Cluster reflects the purpose of its member schools to obtain the best educational return on the investment of funds entrusted to their stewardship by realizing fiscal economies through consolidated institutional purchasing and through coordinated elimination of unnecessary duplication of resources.

The Cluster was organized in 1970 and incorporated as a not-for-profit corporation in 1971. Of its eight founding institutions, five Protestant schools represented a corresponding number of denominations and three Roman Catholic schools represented or officially served eight religious communities and one diocese. Since the Cluster's formation, these founding schools have officially been joined by nine additional Roman Catholic religious communities and by another Protestant seminary. Jewish presence and studies have been provided during these years through cooperating institutions.

Six of the nine member schools are grouped closely together on the south side of Chicago adjacent to the University of Chicago. Two are located on contiguous campuses in west suburban Oak Brook, and one is situated in the southwest suburb of Lemont.

The Cluster's diverse and extensive networks of resources for theological education are unparalleled in the Midwest and are among the most outstanding in North America. The nine Cluster schools offer a variety of academic and professional degrees at the master's and doctoral levels, and programs of continuing education for clergy and laity. The almost 1,400 Cluster students have access to resources such as those represented by 175 faculty (of whom 130 are full-time), including 11 Blacks and 18 women; more than 450 courses annually; library collections of some 800,000 volumes and 1,700 currently-received periodicals; contemporary electronic media equipment (including portable and studio video capabilities) and modern language lab facilities; and three centers for specialized research and ministry dealing, respectively, with religion and science, the church and urban-industrial society, and theology and ministry in global perspective.

Beyond the resources of the Cluster are those of six other Chicago-area theological schools upon which Cluster students may draw, together with the vast resources of numerous institutions of higher learning and innumerable organizations and agencies of a religious, humanitarian, cultural or scientific character in and about the metropolitan environs.



## Cluster Common Council

### Officers

Chairman	Warren F. Groff, Bethany Theological Seminary
Vice-Chairman	William G. Guindon, S.J., Jesuit School of Theology in Chicago
Treasurer	Don S. Hasty, McCormick Theological Seminary
Secretary	Frederick K. Wentz, Chicago Cluster of Theological Schools

### Representatives of Member Institutions

Bethany Theological Seminary	Warren F. Groff
Catholic Theological Union	Alcuin Coyle, O.F.M.
Chicago Theological Seminary	C. Shelby Rooks
DeAndreis Institute of Theology	Anthony J. Falanga, C.M.
Jesuit School of Theology in Chicago	William G. Guindon, S.J.
Lutheran School of Theology at Chicago	Arthur O. Arnold
McCormick Theological Seminary	Jack L. Stotts
Meadville/Lombard Theological School	John C. Godbey
Northern Baptist Theological Seminary	William R. Myers

Representative of Deans	Lewis S. Mudge, McCormick Theological Seminary
Representative of Librarians	Kenneth O'Malley, C.P., Catholic Theological Union
Representative of Business Managers	James Hartke, O.F.M., Catholic Theological Union
Representative of Development Directors	E. Floyd McDowell, Bethany Theological Seminary
Representative of Students	To be Named
Cluster Administrative Officers	(See below)

### Cluster Administrative Officers and Staff

Executive Director	Frederick K. Wentz
Director of Academic Affairs	Donald F. Williams
Director of Library Programs	Neil W. Gerdes
Director of Global Perspective Center	Archimedes Fornasari, F.S.C.J.
International Programs Coordinator	Olfat El-Mallakh
Black Studies Coordinator	To be Named
Women's Issues Coordinator	Susan M. Elliott
Student Affairs Coordinator	Mark R. Vance
Data Processing Manager	Henry W. Dahlberg
Secretary	Sheree L. Sorensen

### Cluster Faculty and Staff Convenors

Old Testament	Alphonse Spilly, C.P.P.S., Catholic Theological Union
New Testament	Michael F. Walsh, C.M., DeAndreis Institute of Theology
Church History	Robert H. Fischer, Lutheran School of Theology at Chicago
Theology	John E. Burkhardt, McCormick Theological Seminary
Ethics	Sebastian MacDonald, C.P., Catholic Theological Union
World Mission	John Boberg, S.V.D., Catholic Theological Union
Pastoral Care	Philip A. Anderson, Chicago Theological Seminary
Worship and Preaching	LeRoy E. Kennel, Bethany Theological Seminary
Religious Education	E. Alfred Jenkins, Northern Baptist Theological Seminary
Supervised Ministry	Dennis O. Kennedy, C.M., DeAndreis Institute of Theology
Continuing Education	Henry J. Croes, Northern Baptist Theological Seminary
Deans	Lewis S. Mudge, McCormick Theological Seminary
Librarians	Kenneth O'Malley, C.P., Catholic Theological Union
Business Managers	James Hartke, O.F.M., Catholic Theological Union
Development Directors	E. Floyd McDowell, Bethany Theological Seminary
Registrars	Margaret Nichols, Lutheran School of Theology at Chicago



## BETHANY THEOLOGICAL SEMINARY

Bethany education is shaped by Church of the Brethren concerns in such areas as peace, discipleship, and servanthood. It seeks to provide a community of scholarship and faith where insistence upon academic excellence is balanced by concern for personal growth. Curricular design includes peer accountability groupings oriented toward integration of heritage and ministerial competencies.



<i>President</i>	Warren F. Groff
<i>Dean</i>	Graydon F. Snyder
<i>Director of Graduate Studies</i>	Donald E. Miller
<i>Treasurer and Business Manager</i>	John A. Eichelberger
<i>Director of Development</i>	E. Floyd McDowell
<i>Registrar</i>	Carole E. Loats
<i>Degree Programs:</i>	Time Beyond A.B.
<i>Name of Degree</i>	Normally Required
M.A.Th.	2 years
M.Div.	3 years
D.Min. (3 years in ministry prerequisite)	9 years
Butterfield and Meyers Roads	
Oak Brook, Illinois 60521	
(312) 620-2200	

## CATHOLIC THEOLOGICAL UNION

A collaborative school serving sixteen religious orders, founded to promote diverse theological and ministerial traditions within the Roman Catholic Church. Emphasis on preparation for ministry, hence flexible academic pattern augmented by strong field education program. Other special features: fully individualized M.A. program; World Mission Program designed to prepare American and foreign students to minister in other cultures. Programs open to all serious students, men and women.

<i>President</i>	Alcuin Coyle, O.F.M.
<i>Vice President and Dean</i>	Gilbert Ostdiek, O.F.M.
<i>Director of M.A. Program</i>	Roman Vanasse, O.Praem.
<i>Dean of Students</i>	John Paul, M.S.C.
<i>Secretary and Treasurer</i>	James Hartke, O.F.M.
<i>Director of Development</i>	Paul White, C.PP.S.
<i>Registrar</i>	Mildred A. Henke
<i>Degree Programs:</i>	Time Beyond A.B.
<i>Name of Degree</i>	Normally Required
M.A. in Theology	2 years
M.Div.	3-4 years
M.Div. with Mission Specialization	3-4 years

5401 South Cornell Avenue  
Chicago, Illinois 60615  
(312) 324-8000



# CHICAGO THEOLOGICAL SEMINARY

An ecumenical seminary related to the United Church of Christ. A style fostering rigorous theological inquiry and development of students' own intellectual and professional integrity in an atmosphere of diversity and freedom. Normative professional program is the 4 year D.Min., but the M.A. or M.Div. may be awarded at 2nd and 3rd year terminal points for cause. Post-M.Div., D.Min. available, full or part-time. Academic doctorate is awarded in three areas: Jewish-Christian Studies, Reformation and Free Church Studies, Studies in Theology and the Human Sciences.



<i>President</i>	C. Shelby Rooks
<i>Academic Dean</i>	Perry D. LeFevre
<i>Director of Studies</i>	Barbara B. Zikmund
<i>Director of Student Services,</i>	
<i>Registrar</i>	Barbara M. Byhouwer
<i>Director of Business Affairs</i>	James H. Legg
<i>Vice President, Relations and</i>	
<i>Development</i>	Paul M. Bartholomew
<i>Degree Programs:</i>	Time Beyond A.B.
<i>Name of Degree</i>	Normally Required
M.A. in Religious Studies	2 years
M.Div.	3 years
D.Min.	4 years
D.Th.	6 years

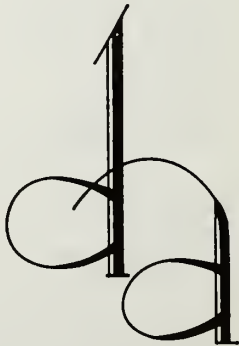
5757 South University Avenue  
Chicago, Illinois 60637  
(312) 752-5757

# DE ANDREIS INSTITUTE OF THEOLOGY

A professional institute of theological and ministerial studies owned and conducted by the Vincentian Fathers. De Andreis primarily prepares candidates for the Catholic priesthood, especially those preparing to serve in the pastoral and educational apostolates of the Vincentian Community. Students may take part of their course work at DePaul University.

<i>President</i>	Anthony J. Falanga, C.M.
<i>Academic Dean</i>	James A. Fischer, C.M.
<i>Dean of Men</i>	William E. Hartenbach, C.M.
<i>Asst. Dean of Men</i>	Michael F. Walsh, C.M.
<i>Business Manager</i>	Anthony J. Wiedemer, C.M.
<i>Registrar</i>	John P. Minogue, C.M.
<i>Degree Programs:</i>	Time Beyond the A.B.
<i>Name of the Degree</i>	Normally Required
M.A. in Theology	2 years
M.Div.	4 years

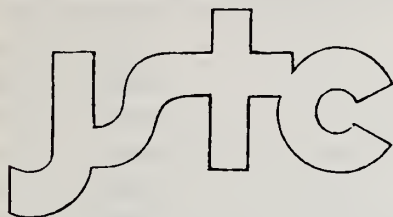
511 East 127th Street  
Lemont, Illinois 60439  
(312) 257-5454



**institute of theology**

## JESUIT SCHOOL OF THEOLOGY IN CHICAGO

A Roman Catholic professional school of ministry stressing an integrated academic-ministerial program, sponsored by the Society of Jesus (Jesuits) of the United States. A majority of the students are Jesuits, but JSTC is open to all qualified men and women willing to share in free and responsible exchange of ideas, learning and service.



*President and Dean*

*Treasurer*

*Registrar*

*Degree Program:*

*Name of Degree*

M.Div. (Loyola)

William G. Guindon, S.J.

Alice E. Barrett

To be Named

Time Beyond A.B.

Normally Required

3-4 years

5430 South University Avenue

Chicago, Illinois 60615

(312) 324-9200

## LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO

Preparation for professional ministry in the church, advanced studies in ministry, academic study of theology. Curriculum features strong accent upon study of the traditions of the church and a comprehensive field work program. A seminary of the Lutheran Church in America.

*President*

*Dean of Faculty*

*Dean of Student Services*

*Director of Graduate Studies*

*Director of Doctor of Ministry Program*

*Director of Admissions*

*Business Manager*

*Director of Development*

*Registrar*

*Degree Programs:*

*Name of Degree*

M.A.R.

M.T.S.

M.Div.

Th.M.

Th.D.

D.Min (3 years in ministry prerequisite)

Arthur O. Arnold

Wesley J. Fuerst

Jean Bozeman

Franklin Sherman

Robert Tobias

Wilhelm C. Linss

Randall W. Jackson

Luther R. Livingston

Margaret Nichols

Time Beyond A.B.

Normally Required

2 years

2 years

4 years

6 years

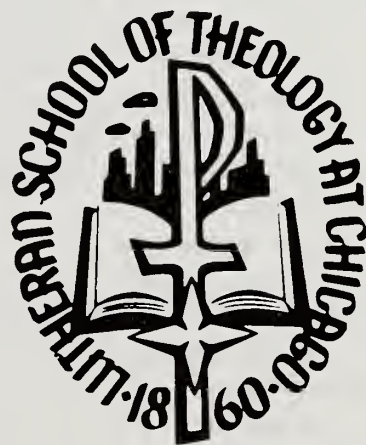
8 years

10 years.

1100 East 55th Street

Chicago, Illinois 60615

(312) 667-3500





# McCORMICK THEOLOGICAL SEMINARY

McCormick Theological Seminary is a theological center for the United Presbyterian Church in the United States of America. It also welcomes students from outside this denomination. It focuses its education resources on education for the ministry, emphasizing both pre-professional and professional studies. Its program of Latino Studies, Women's Studies, and its emphasis on internationalization add to its other offerings. On the Master's level, students are encouraged to plan, with advice, their own course of studies.



<i>President</i>	Jack L. Stotts
<i>Dean of the Seminary</i>	Lewis S. Mudge
<i>Director of Studies</i>	Ardith S. Hayes
<i>Director of Doctor of Ministry Program</i>	Robert C. Worley
<i>Director of Student Services</i>	Barbara Prasse
<i>Vice President for Business Affairs</i>	Don S. Hasty
<i>Vice President for Seminary Relations</i>	Raymond A. Bowden
<i>Registrar</i>	Shirley S. Dudley
<i>Degree Programs:</i>	Time Beyond A.B.
<i>Name of Degree</i>	Normally Required
M.A. in Theological Studies	2 years
M.Div.*	3 years
M.Div./M.S.W.	4 years
M.Div./M.A.L.S.	4 years
Th.M.	4 years
S.T.M.	4 years
D.Min. (2 years in ministry prerequisite)	8 years
*May be taken with specialization in Latino Studies; Diploma in Latino Studies (3 yr. program) may be converted to M.Div. upon completion of baccalaureate degree.	

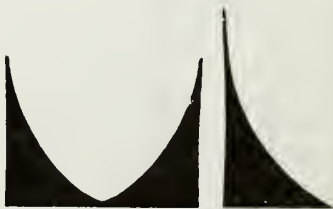
5555 South Woodlawn Avenue  
Chicago, Illinois 60637  
(312) 241-7800

# MEADVILLE/LOMBARD THEOLOGICAL SCHOOL

Historically related to the Unitarian Universalist Association, Meadville/Lombard offers a program of ministerial education that usually begins with joint registration with the Divinity School of the University of Chicago (with which the school is fully affiliated) for the university M.A. in Religious Studies. Advanced standing may be given for other previous graduate work. After the M.A., students generally pursue the Meadville D.Mn. as the normative professional degree.

<i>Academic Dean</i>	John C. Godbey
<i>Executive Administrator</i>	Mason F. McGinness
<i>Administrative Officer</i>	Neil W. Gerdes
<i>Admissions Officer and Dean of Students</i>	Neil H. Shadle
<i>Acting Dean of Students</i>	Peter I. Kaufman
<i>Assistant Registrar</i>	Gerda Blackstone
<i>Degree Programs:</i>	Time Beyond A.B.
<i>Name of Degree</i>	Normally Required
D.Mn.	4 years

5701 South Woodlawn Avenue  
Chicago, Illinois 60637  
(312) 753-3195





# NORTHERN BAPTIST THEOLOGICAL SEMINARY

The educational purpose of the Seminary is the graduate professional theological education of men and women for ministry. The study and application of the Scriptures is considered foundational. The faculty promotes free discussion and inquiry in a community of scholars. Growth of the whole person is fostered in a caring community. The Seminary is related to the American Baptist Churches, U.S.A. and welcomes students from all Christian traditions and encourages participation in ecumenical dialogue.



<i>President</i>	William R. Myers
<i>Dean</i>	Gerald L. Borchert
<i>Director of Student Affairs</i>	Mary E. Wilson
<i>Business Manager</i>	Richard G. Gerber
<i>Asst. to President for Development</i>	Lowell E. Hendrickson
<i>Registrar</i>	Ayline L. Wilson
<i>Degree Programs:</i>	Time Beyond A.B.
<i>Name of Degree</i>	Normally Required
M.A. in Christian Education	2 years
M.A. in Theological Studies	2 years
M.Div.	3 years

660 East Butterfield Road  
Lombard, Illinois 60148  
(312) 620-2200

# COURSE IDENTIFICATION CODE

The following courses of study are offered during the present academic year by the Cluster and its member schools. Information on courses to be offered in subsequent years by the several schools may in some cases be obtained from their respective current catalogs.

Each course number is preceded by the initials of the institution(s) by which it is offered, *viz*:

BTS	— Bethany Theological Seminary	M/L	— Meadville/Lombard Theological School
CTS	— Chicago Theological Seminary	MTS	— McCormick Theological Seminary
CTU	— Catholic Theological Union	NBTS	— Northern Baptist Theological Seminary
DIT	— DeAndreis Institute of Theology	CCTS	— Chicago Cluster of Theological Schools
JSTC	— Jesuit School of Theology in Chicago	CRPC	— Center for Religion and Psychotherapy of Chicago
LSTC	— Lutheran School of Theology at Chicago		

Most Cluster schools employ the following lettering system for designating the field of each course of study:

B	— Biblical Studies
H	— Historical Studies
T	— Theological Studies
E	— Ethical Studies
W	— World Mission Studies
M	— Ministry Studies
I	— Interdisciplinary/Integrative Studies

Chicago Theological Seminary employs the following lettering system for designating the field of each course of study:

CH	— Christian Heritage
TEC	— Theology, Ethics and Contemporary Culture
CM	— Christian Ministries

The Cluster schools employ a common numbering system for designating the level of each course of study. The levels of study are as follows:

300-399	Introductory
400-499	Intermediate
500-599	Advanced
600-699	Doctoral (In-Ministry D.Min., Th.D.)

Unless indicated in parenthesis following the course number, each entry is a Full Course valued at 3 or 4 quarter hours credit.

Tutorial or independent study is available in a variety of areas in most fields of the curriculum in all quarters, upon request of the student and upon approval of the instructor.

# CLUSTER AREAS OF CONCENTRATION

## Introduction

Among a variety of cooperative enterprises, the Cluster offers six unique programs of education for ministry which draw in an integrated manner upon the resources of its member schools and the metropolitan Chicago area. These six Cluster Areas of Concentration are Personal Transformation, Social Transformation, Celebration, Cross-cultural Communication, and Interpretation and Communication: Teaching and Interpretation and Communication: Preaching. Brief identification of the major aspects of the planning process by which these programs have been developed will highlight their distinctive features.

### I. The Mandate for Planning

The six Areas of Concentration represent the present stage of development in a process of several years of long range academic planning. Such planning included the combined efforts of faculty, students, and staff who accepted the challenge to develop "a plan which will make the Cluster more than a 'coordinating instrumentality'" and "a blueprint for doing better together what we cannot achieve alone and for creating new and better styles of theological education . . . or of improving the styles we already follow."

### II. The Basis of Planning

All such planning has incorporated the principle of differential participation at the level of both the individual school and the individual student. At the institutional level each seminary retains full control over its own academic program, including: (1) the determination of the nature, scope, and manner of fulfilling the requirements which its own students must complete in their home school; and (2) the determination of whether and in what manner it wishes to participate as an institution, or wishes its students to participate, in the Cluster Areas of Concentration. (Differential participation at the level of the individual student will be noted below.)

### III. The Parameters of Planning

With such common basis for planning as background, other crucial issues emerged. The decisions made regarding these fundamental issues constitute the planning parameters within which the Areas of Concentration have been shaped.

#### A. The Curricular Model

Since each school in the Cluster continues to offer its own introductory and advanced requirements related to such matters as denominational and confessional identity, spiritual formation, and ordination, the Cluster Areas of Concentration are not designed as a core curriculum in which all beginning students in each of the schools are expected to participate. Rather, the Areas of Concentration are designed as intermediate and advanced elective offerings which are open to students who have completed at least one year of theological education and who have satisfied such other prerequisites as may be appropriate in a particular Area.

#### B. The Organizing Principle

The Areas of Concentration are designed to transcend the personal and



professional fragmentation which frequently accompanies educational experiences which are circumscribed by a particular discipline or field or by a particular ministerial role or setting. Therefore, the concentrations have been organized in terms of broad areas of functional competence which are relevant to a variety of ministerial roles and settings and which are dependent upon the integration of performance and insights from a variety of disciplines.

C. The Defining Educational Characteristic

The Areas of Concentration are designed to foster maximum feasible incorporation of the following interfaces:

1. **instructional interface** — integration of insights from a variety of disciplines and fields, both classical and practical, through the assistance of faculty teams whose members represent such expertise;
2. **contextual interface** — integration of theory and practice through the utilization of action-reflection styles of learning wherein students engage in and reflect upon ministries of various kinds with the assistance of peer consultation and professional supervision;
3. **formational interface** — integration of the student's personal identity and professional identity, wherein understandings, attitudes, values and skills appropriate to each are experienced and perceived as mutually interdependent;
4. **professional interface** — clarification of the student's professional identity as minister (e.g., role, status, authority) in relation to members of other professions and occupations which represent corresponding areas of functional competence;
5. **ecumenical interface** — inclusion of students and faculty representing diverse theological and ecclesiological traditions; and
6. **institutional interface** — inclusion of students and faculty representing two or more institutions in the Cluster, and the utilization of institutional resources outside the Cluster.

D. The Defining Structural Characteristics

1. Differential Student Participation

The Areas of Concentration are designed to be sufficiently flexible to enable students with varying degrees of interest and curricular freedom to participate in one or more such programs in the pursuit of several types of educational and ministerial objectives:

- a. to develop a **generalized** focus of competence which may (1) serve to inform and enrich other functional competencies required of "generalists" in a variety of ministries or (2) serve as a general foundation upon which the specialized competence required for ministries in research and scholarship may subsequently be built;
- b. to develop a more **specialized** focus of competence which may (1) provide an organizing center for other areas of competence required of generalists, (2) provide necessary preparation for those whose primary, if not exclusive, form of ministry will correspond to one of the areas of concentration, or (3) provide a more specialized



foundation upon which the additional competencies required of researchers and scholars may be subsequently built; and

- c. to develop a more **individualized** focus of competence which may not correspond wholly to either of the foregoing patterns but which best serves the particular student.

## 2. Functional Standardization

The Areas of Concentration are designed to be sufficiently standardized to provide a functional degree of educational coherence and administrative compatibility. The several Units which will be offered during the current year are described in the following pages.

# CCTS I-500 PERSONAL TRANSFORMATION: INTENSIVE UNIT I

(Not offered 1977-78)

## I. Nature of the Unit

Intensive Unit I is an in-depth experience in a learning-transforming community for students who wish to acquire intermediate levels of competence in helping individuals and face-to-face groups more fully to actualize their potential through multi-faceted growth models. It is envisioned that all students regardless of their previous experience, can grow, try out new ways of behavior for enabling growth, teach others, explore new theories and be members of the community.

The Unit consists of one intensive quarter of involvement for which students will receive two or three full courses credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses.

## II. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to assist students to develop a pastoral theological theory and research methodology relative to personal transformation which is grounded in the classical theological disciplines (Bible, history, ethics, and theology) and which is informed by dialogue with the history of the cure of souls, contemporary theory and practice in pastoral counseling and clinical pastoral education, and relevant secular disciplines;
- B. to assist students to acquire direct personal experience of selected modes of personal transformation; and
- C. to assist students to acquire appropriate levels of competence in the uses of various modes of personal transformation.

## III. Structure of the Unit

There are three principal components in Intensive Unit I: a learning-transforming community, ministry placements, and try-out events.

### A. A Learning-Transforming Community

The faculty and students will be members in a learning-transforming community. The process of building such a community will begin with a five-day founding experience during January. The experience will be held in an appropriate retreat setting offering opportunities for recreation as well as interaction.

During this time group covenants for the quarter will be developed and theoretical and practical inputs will be organized. Individual student covenants, which will also be developed at this time, will include the identification of the specific personal and professional skills and theoretical understandings on which one wants to work during the quarter. With permission of the faculty member(s) involved, students may also design their individual covenants to include required work which they would normally be expected to complete through another course; upon fulfillment of their covenants to the satisfaction of the faculty member(s) students would have fulfilled all or part of the course requirement.

During the subsequent weeks the total group will meet from 9:00 A.M. to 9:00 P.M. on Wednesdays and from 9:00-12:00 noon on Thursdays, possibly away from the Cluster. (Within these scheduled class sessions students enrolled for two full courses credit may negotiate appropriately reduced involvement.) Sub-groups/learning teams will also work together at other times on common interests, projects, theories, skill training, and personal growth.

The learning-transforming community will be engaged in four continuing activities:

1. Acquiring and developing theory, content, and skills related to personal transformation.

The theoretical inputs and content on growth and change will be wide-ranging and will be dependent upon the covenants established by the individual members and/or group. Illustrative possibilities include: prayer, spiritual direction, meditation, Yoga, and demonology; theological understandings of grace, reconciliation, Christian community, confession, justification, redemption, and ethics; the meaning of the biblical themes, experiences, and words in the context of personal transformation and contemporary life; the relationship between piety and activism — personal and social transformation; theories of personality and human development; the human potential movement, including Gestalt Therapy, Transactional Analysis, encounter, psychosynthesis, and bio-energetics; and therapeutic models such as psychoanalysis and ego-psychology.

2. Experiencing of one's own growth and of enabling others to grow, both within the community and in try-out with others outside.
3. Reflecting upon the experience and theory.
4. Evaluating the ongoing process and the life of the community.

Evaluative decisions will be agreed upon communally within the following general guidelines; a paper or project indicating integration of theory and skills, as well as self-evaluation, peer evaluation, and supervisory evaluation, will serve as bases for evaluation at the end of the Unit.

#### B. Ministry Placements

It is expected that all students will be involved in some form of ministry which provides leadership experience in personal transformation and that



such involvement will be utilized in the Unit. Students without access to such involvements will be assisted to find appropriate placement during the quarter in which the Unit is offered. Students who desire to do so will also be assisted to find appropriate placement in the quarter preceding the Unit.

#### C. Try-out Events

In addition to the experiences of leadership which are expected of them within the Unit and within their respective placements, students will be provided opportunity to become team leaders with faculty members in designing, executing, and evaluating short-term personal transformation events for other persons and groups. Possibilities for try-outs may include such organizations, groups and occasions as the following: Cluster, churches, lay people, house church weekends, spiritual weekends, and experiential theology weekends.

#### IV. Admission to the Unit

Open to students (1) who have completed one or more years of theological education; (2) who have had some of the following experience and training (one or more quarters of Clinical Pastoral Education; laboratory experiences in small groups, personal growth, etc.; basic courses in personal counseling and group work); and (3) who have obtained the approval both of the school in which they are matriculated and of the Personal Transformation teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school.

### CCTS I-520 SOCIAL TRANSFORMATION: INTENSIVE UNIT I

Fall Quarter, 1977 and  
Winter Quarter, 1978  
2 Full Courses Credit  
Friday, 9:00 A.M. - 12:00 Noon  
+ Field Experiences  
Enrollment limited to 25  
Initial Session at MTS

*Carl S. Dudley*  
Professor of Church and Community  
McCormick Theological Seminary  
*Earl L. Durham*  
Assistant Professor, School of Social  
Service Administration  
University of Chicago  
*John T. Pawlikowski, O.S.M.*  
Associate Professor of Ethics  
Catholic Theological Union  
*Marjorie Tuite, O.P.*  
Coordinator of Ministerial Program  
Jesuit School of Theology in Chicago

#### I. Nature of the Unit

Intensive Unit I is designed for upper level students who wish to acquire further competence in assisting the church and other institutions to become increasingly effective in the transformation of social structures in the light of Judeo-Christian values. It is intended both for those who are equipping themselves for ministries with the church as the object and agent of social change

and for those who are preparing for service in agencies of social change other than the church.

The unit consists of a two-quarter sequence of involvement for which students will receive two full courses credit. Credit will be granted only upon successful completion of the full sequence.

## II. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to assist students to develop an understanding of the interrelationships between Christian faith and the ministry of social transformation, including the insights of biblical, historical, ethical, and theological disciplines;
- B. to assist students to develop an understanding of the basis in social scientific disciplines for strategy and tactics of social action;
- C. to assist students to understand the ways in which one's own beliefs, attitudes and values affect a ministry of social change; and
- D. to assist students to become insightful and responsible participants in ministries of social change within church and community.

## III. Structure of the Unit

There are three principal components in Intensive Unit I: theoretical presentations, experiences in social change, and integrative seminars.

### A. Theoretical Presentations

The theoretical presentations will deal with four general areas and their interrelationships; tactics and strategy for social change; social theory and voluntary associations; the Bible, theology, and social change; and historical and ethical analysis of the role of the church in relation to social issues in America.

### B. Experiences in Social Change

Each student must have an experience in a ministry of social transformation as a point of reference for learning in the course. Students may be involved **concurrently with the course** in a ministry of social transformation either in a church or in a secular institution, agency or movement which aims at social change. (Additional credit may be available for field education if the placement is approved by the institution in which the student is enrolled.) Or students may have had a significant experience in a ministry of social change **prior to this course**.

In addition to churches, placement possibilities include the following: educational institutions (public, private, and alternative schools and colleges and universities); private and governmental agencies concerned with mental health, medical care, racial justice, women's rights, welfare, and housing; penal institutions and agencies related to the criminal justice system; community organizations; financial and investment institutions; the Alliance to End Repression, etc.

### C. Integrative Seminars

Students will share the leadership of seminars to integrate theory and theology, strategy and tactics, in particular areas of social transformation. Integrative seminars will be conducted at the site of the ministry and with the people most involved whenever possible.



Project-reports indicating integration of theoretical and practical data as well as evidence of students' ability to function as insightful and responsible participants in ministries of social transformation will serve as bases for evaluation at the end of the Unit.

It is anticipated that students' involvement in the program during the two quarters will average 10 hours per week, including class time, study, and ministry responsibilities.

#### IV. Admission

Open to students who have completed one or more years of theological education and who have obtained the approval of the school in which they are matriculated.

Open also to others with backgrounds in theological and sociological disciplines and/or in social change experience who have obtained the approval both of the school in which they are matriculated and of the Social Transformation teaching team.

Approval of the student's prior or proposed field experience in social transformation should be obtained before the completion of registration for the course. Such approval should be requested from a member of the Social Transformation teaching team or from a faculty member to be designated at the student's home school.

All students who have obtained appropriate approval for admission may register at either of the following times: (1) at the time of their school's Spring pre-registration period for Fall quarter courses or (2) at the time of their school's Fall registration period for Fall courses—September 19-23, 1977.

### CCTS I-540 CELEBRATION: INTENSIVE UNIT I

Spring Quarter, 1978  
2 or 3 Full Courses Credit  
Thursday 9:00 A.M. - 4:00 P.M.  
Enrollment limited to 20  
Initial session at LSTC

*Frank B. Brown*  
Director of Music and Composer in  
Residence  
University Church of the Disciples of  
Christ  
*Joseph A. Sittler*  
Visiting Professor in Theology  
Lutheran School of Theology at Chi-  
cago  
*Donald Wardlaw*  
Professor of Preaching and Worship  
McCormick Theological Seminary

#### I. Nature of the Unit

Intensive Unit I is an experience in a learning-celebrating community for the advanced student who wishes to become an ARTIST-INTERPRETER-INSTIGATOR of religious celebration. The phrase "artist-interpreter-instigator" indicates that the objectives of the Unit go beyond assisting the student to

acquire the ability to function as leader of public worship which is characteristically expected of all ministers. The phrase "religious celebration" includes both the traditional forms of worship and also paraliturgical and other forms of communal celebration in the Judeo-Christian tradition.

The Unit consists of one intensive quarter of involvement for which students will receive two or three full courses credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses.

## II. Aims of the Unit

The general aim of Intensive Unit I is to assist the student to engage in the crucial acts of becoming/growing as an artist-interpreter-instigator, *viz.* :

- A. to experience and comprehend how communal celebration bursts out of a people from the events of their common life, and from intensive lived moments of individual persons;
- B. to experience communal celebration as a mobilization of expressive arts and spontaneity; and
- C. to learn to share in the common experience and felt understandings of an actual people, especially the People of God, in such a way as to enable them to transform their lived moments into communal symbol and fresh communal celebration.

## III. Structure of the Unit

There are four principal strands in Intensive Unit I: expressive arts, basic theory of celebration, clinical experience, and reflection and evaluation. The ministerial preparation of the student will be integrated in terms of these strands through the use of various theological and non-theological disciplines and various educational methodologies.

### A. Expressive Arts

The expressive arts will engage and be engaged by the community through two related avenues: a Creative Expression Workshop and an Expressive Arts Seminar.

#### 1. Creative Expression Workshop

The faculty and students will be members in a learning-celebrating community. The process of building such a community will be initiated with a five-day founding event at a non-Cluster site. The founding event will include a Creative Expression Workshop, which will begin with an intensive exposure to some basic human experience (e.g., joy, pain, loneliness, hope, grief, etc.) Members of the community will then express this experience in significant art forms and experience how other artists have expressed it.

#### 2. Expressive Arts Seminar

During subsequent weeks the regular activities of the community will include an Expressive Arts Seminar in which members will share and possess each other's "mini-celebrations" and the work of representative artists. In this seminar members will work with various forms of expressive art in accord with their ability, e.g., drama, dance, music, painting, sculpture, song, celebrative preaching, photography, oral interpretation, creative writing, communications media, and staging environment.



B. Basic Theory of Celebration

Members of the community will endeavor to lay solid theoretical foundations for celebration. Other resource persons will be utilized periodically. Areas of study include the phenomenology of celebration, symbolism and celebration, analysis of classic/contemporary examples of celebration, and structure and design of celebration.

C. Clinical Experience

Each student will be involved with a group outside the Cluster schools for the purpose of:

1. Witnessing the process by which lived moments come to peak expression in celebration in the group (first month), and
2. Developing-teaching them to move further in celebration experience and life-style (last two months).

D. Reflection and Evaluation

The community will regularly engage in reflection and evaluation of their experiences and further development of their abilities as instigators of celebration.

A project-report indicating integration of celebration theory and skills, as well as members' development as artists-interpreters-instigators of religious celebration within the community and within the non-Cluster groups with which they have worked will be assessed through self-evaluation, peer evaluation, and supervisory evaluation at the end of the Unit.

IV. Admission

Open to students (1) who have completed one or more years of theological education; (2) who have some of the following experiences and education—at least minimal ability-experience in an area of expressive arts, at least two courses in the general field of liturgy and worship, and who have experience in actual situations of communal celebration—and; (3) who have obtained the approval of the school in which they are matriculated.

**All students** who have obtained appropriate approval for admission **should register for the Unit** during the registration period which will be held at each school **during the week of February 20-24, 1978.**

**CCTS I-560 CROSS-CULTURAL COMMUNICATION: INTENSIVE UNIT I**

Spring Quarter, 1978

2 or 3 Full Courses Credit

Monday, 9:00 A.M.-3:00 P.M.

Wednesday, 3:30-9:30 P.M.

Enrollment limited to 20

Initial session at CTU

*Rubén Armendáriz*

Associate Professor of Ministry and

Director of Latino Studies Program

McCormick Theological Seminary

*Claude Marie Barbour*

Assistant Professor of World Mission

Catholic Theological Union



*John Boberg, S.V.D.*

Associate Professor of Mission  
Theology

Catholic Theological Union

*Albert Pero, Jr.*

Instructor in Religious Education and  
Constructive Theology

Lutheran School of Theology at  
Chicago

## I. Rationale

The church is at the threshold of a new era. The growing thrust toward unity on the economic and political planes, the deeper realization of cultural pluralism within that unity, and the greater involvement in the struggle for human dignity have all given new thrust and direction to the church's task in the world today.

The global scope and character of the problems demand an equal response. It is of the greatest importance that Christians of diverse national, racial, class and theological backgrounds, perspective and commitments find ways to listen to and learn from one another. If American theological education is to make creative contributions to such issues as racism, the use and distribution of the world's wealth and resources, the struggles for human liberation and the development of societal structures which are more open and just, it must do so as a community which has learned to reflect and act in an international context.

For some the response will go further. They desire to be persons of dialogue, to live a precarious existence between different cultural worlds. They aim to spend their lives, or part of them, with people of another culture, discovering ways to think and work together in Christ about the fundamental problems which confront the entire human family in relation to peace, justice and survival.

## II. Nature of the Unit

The concentration has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own.

At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry.

## III. Aims of the Unit

The general aims of Intensive Unit I include the following:

- A. to sensitize students to the diversity of cultural expression;
- B. to assist students to develop skills in the analysis of culture and communication and to acquire a beginning competence in cross-cultural communication;

- C. to lay a foundation for students' understanding of, concern for, and cooperation in issues of international scope and character;
- D. to help students to interpret their experience to the wider church in order to contribute to an international perspective on mission and ministry.

#### IV. Structure of the Unit

There are three principal components in Intensive Unit I: basic theory of culture and communication, field placements, integrative discussions ("de-briefings"). (Within the scheduled activities students enrolled for two full courses credit may negotiate appropriately reduced involvement.)

##### A. Basic Theory (Four weeks: March 27-April 21)

The theoretical presentations will focus on such matters as understanding the ways in which cultural factors influence experiencing and symbolization, thereby influencing the ways in which communication is given and received; understanding the nature of any culture through a representative examination of selected contrasting cultures and sub-cultures in the light of cultural anthropological perspectives; understanding the theological issues involved in the cultural conditioning of all experience and symbolization; understanding the nature of the communication process from theological, psychological and sociological perspectives; and understanding what it means theologically to communicate the meaning of the Christian faith.

Such understanding will be addressed through the following topics:

1. Culture: Nature and Origin; Enculturation—Ethnocentrism—Prejudice; Culture Dynamics: Persistence and Change
2. My Culture: Historical Background, Common Characteristics
3. Communication Theory: Verbal—dialogue; Non-verbal
4. Obstacles to Communication: Historical; Cultural
5. Communication of the Gospel:
  - a. Why: Theology of Mission
  - b. How: Evangelization: Dialogue (Religious); Witness; Worship
6. Global Awareness: Peace and Justice; Population Growth; Development
7. Introduction to specific cultures of field placements.

##### B. Field Placements (Three weeks: April 24-May 12)

The field placement is an integral part of the Unit. It is designed to offer students an opportunity to practice and develop skills and to test theories of cross-cultural communication in an authentic or simulated cross-cultural life situation.

During the 1978 Spring term, the type of field placement especially recommended will be a three-week intensive "live-in" experience. Other types of field placement will be available to those who are able to commit themselves to some specific cross-cultural situation for at least two academic quarters. These latter placements would continue throughout the Spring quarter, but with greater intensity during April 24-May 12.

Recent placements have included the following:

1. East Africa
2. Chicano-Indian: on location in rural New Mexico
3. Latino: in Chicago area



4. Black: in Chicago area

All field placements embody the following features:

1. an intensive community live-in experience in a cross-cultural situation;
2. an opportunity for the practice of cross-cultural skills;
3. planned supervision and guidance;
4. availability of a peer group, reflector group or other support group.

C. Integrative Discussions (Two weeks: May 15-26)

Following the three-weeks of intensive field placement, students will engage in a two-week, post-field "de-briefing" period during which their cross-cultural field experiences will be reported on, analyzed and critically evaluated from the standpoint of personal learning and growth. Every student will be expected to have kept a complete diary (log) of field experiences.

A clear expectation of the "de-briefing" period is that all students will evaluate and process their field experience in such a way as to make concrete plans for application in terms of ministry. These plans may be of an interpretive or vocational nature.

V. Admission to the Unit

Open to students who have completed one or more years of theological education and who have obtained the approval of the school in which they are matriculated.

**All students** who have obtained appropriate approval for admissions **should register for the Unit** during the registration period which will be held at each school **during the week of February 20-24, 1978.**

**CCTS I-580 INTERPRETATION AND COMMUNICATION:  
TEACHING: INTENSIVE UNIT I**

I. Nature of Unit (Not offered 1977-78)

Intensive Unit I is designed for advanced students who wish to become increasingly competent in (1) understanding and integrating basic orientations to the substance and style(s) of interpreting and communicating Christian faith which are operative in their own life situations and in those of representative groups with whom the church engages in ministry; (2) interpreting in their historical and contemporary contexts selected dimensions of the Judeo-Christian tradition and the modern world which are relevant to such life situations; and (3) communicating, and assisting others to communicate, effectively through teaching in the light of such understandings and interpretive abilities. The concentration is intended to be of value to students who plan to engage in a variety of teaching ministries, e.g. in local churches as pastors or directors of educational programs; in public or parochial schools as teachers or supervisors of teachers; in institutions of higher education as campus ministers or professors; and in organizations and agencies of various kinds as educational consultants.

The Unit consists of one intensive quarter of involvement for which students will receive two or three full courses credit. With the approval of the



respective institutions in which they are matriculated, students who are involved in the Unit may enroll in one or two additional courses.

## II. Aims of the Unit

The general aims of the Unit include the following:

- A. to assist students to enhance their understandings of the nature and dimensions of the hermeneutical task in relation to the life situations of people, to the contemporary world, and to the Judeo-Christian tradition in light of pertinent philosophical, theological, scientific and artistic perspectives;
- B. to assist students to develop a growing understanding and appreciation of (1) the predicaments and possibilities which characterize the life situations of individuals and groups, (2) the resources of the Judeo-Christian tradition and of other sources of insight which are relevant to such predicaments and possibilities, and (3) the teaching-learning theories and methods which may be employed to relate these resources to the human predicaments and possibilities;
- C. to enable students to function effectively and collegially in enhancing specific ministries of interpretation and communication through teaching, and in assisting others to function in similar manner;
- D. to assist students to integrate (1) their understandings of the substance and style(s) which are appropriate to the relevant interpretation and communication of Christian faith in relation to human predicaments and possibilities with (2) their personal and professional self-understanding and functioning.

## III. Structure of the Unit

There are three components in Intensive Unit I: an interpretive seminar, supervised ministry placements, and an integrative seminar.

### A. Interpretive Seminar

In the interpretive seminar students and faculty will collegially develop teaching-learning activities and, as deemed appropriate, covenants which bring their several unique concerns and competencies to bear upon the achievement of the general aims of the Unit — particularly those represented in A and B above. However, in order to insure the availability of certain teaching-learning activities and resources which participants may choose to employ but which could not with certainty be developed after the Unit has begun, the teaching team has taken the initiative to develop two broad sets of complementary options (and their correlative networks of resources) which will be discussed fully by all Unit participants before final decisions are made regarding their adoption and implementation.

If the first broad option is adopted and implemented, early in the Unit students will be assisted by the teaching team to acquire familiarity with and experience in employing fundamental principles and methods of identifying, analyzing, and evaluating basic orientations to the substance and style of interpreting and communicating Christian faith through teaching. Special attention may be given to acquiring such familiarity and experience through an exploration of how these orientations are embodied, for example, by Unit participants, by persons or periods of

historic significance in participants' denominations and/or other groups, and by certain contemporary Chicagoland churches of various denominations and races. In carrying out such explorations through several observation visits to the selected churches, whose ministries are characterized by unique creativities, consistencies, or constituencies, students will be assisted by local clergy and laity in identifying, analyzing, and evaluating their respective orientations to content and method of interpretation and communication of Christian faith through teaching.

B. Supervised Ministry Placements

The supervised ministry placements are designed to foster collegial realization of the several general aims of the Unit — especially that represented in C above.

If the second of the previously-mentioned broad options which have been developed by the teaching team is adopted and implemented, student teams (comprised of several members each) will be assisted to negotiate placements in settings in which they will serve during the Unit. For most student teams, it is anticipated that such placement will be in a local church (or ecumenical and interracial cluster of churches) in the vicinity of Hyde Park or Oak Brook—Lemont.

It is not contemplated that student teams will be assigned to provide staff leadership for existing educational programs of the church/cluster. Rather, team members will serve as educational resource persons or consultants, together with clergy and laity in the respective settings, in a joint endeavor (1) to identify and to assess the effectiveness of the orientation(s) to the substance and style of interpreting and communicating Christian faith which are currently employed in selected teaching-learning situations, (2) to identify critical needs which can be addressed through enhancing the substance and style of such interpretation and communication, (3) to design one or more significant teaching-learning events to address such needs; and (4) to provide appropriate leadership and/or direction in carrying out such event(s). The number of such events to be designed and led or directed by each student team will be determined by consultation among the student team, the teaching team, and the church/cluster representatives.

As their respective schedules permit, and as the respective placement situations indicate, members of the teaching team will participate on location with student teams in carrying out the foregoing functions. However, it is expected that during the course of the Unit a member of the teaching team will participate appropriately in such functions in relation to at least one of each student teams' teaching-learning events.

Through consultative and supervisory relationships with student peers, faculty, and church/cluster clergy and laity, student team members will have opportunity to develop skills in evaluating process, product, and program dimensions of their collective experience. Such dimensions may include, respectively, (1) assessment of the planning and interaction among themselves and between themselves and those with whom they are involved in the respective placement settings; (2) assessment of the



respective teaching-learning events; and (3) assessment of the contributions of the Unit-as-a-whole to the equipping of students for interpretive and communicative ministries through teaching and also to the enhancing of the respective churches'/clusters' ministries of this kind.

Students who wish to explore the possibility of a *year-long* placement in a setting appropriate to the Unit, or who wish to explore the possibility of a *non-church* placement during the Unit should contact the teaching team early in the Fall quarter.

#### C. Integrative Seminar

In the integrative seminar students will have opportunity to pursue realization of the several general aims of the course — particularly that represented in item D above. More specifically, it will provide occasion for students to engage in processes of further unifying conceptual, emotional, and behavioral dimensions of experience which bear upon the development of their personal and professional self-understandings and competencies as interpreters and communicators of Christian faith through teaching. By such means as may commend themselves to Unit participants, effort will be made to draw together experiences in the integrative seminar (including observation visits to selected churches) and in the respective placement settings. Among such possible means is student utilization of the teaching team as resource persons and consultants in planning, implementing, and evaluating the teaching-learning event(s) in which the several teams are involved in their respective placement settings. Case studies, audio and video recordings, and individual and team evaluation procedures such as those noted earlier will also be available to provide constructive feedback and guidance from a variety of complementary perspectives for continuing development and integration.

#### IV. Admission to the Unit

Open to students who have completed two or more years of theological education and who have obtained the approval of the school in which they are matriculated.

Open also to students with backgrounds in theological and educational disciplines and/or with teaching experience who have completed one year of theological education and who have obtained the approval both of the school in which they are matriculated and of the Interpretation and Communication teaching team. Approval of the teaching team should be requested through an application form which may be obtained from the office of the registrar at each school.

### CCTS I-570 INTERPRETATION AND COMMUNICATION: PREACHING: INTENSIVE UNIT I

Spring Quarter, 1978  
2 Full Courses Credit  
Thursday, 3:00-9:00 P.M.  
Enrollment limited to 20  
Initial session at NBTS

Manfred T. Brauch  
Associate Professor of New  
Testament Interpretation  
Northern Baptist Theological  
Seminary



*James A. Fischer, C.M.*  
Professor of Biblical Studies  
DeAndreis Institute of Theology  
*LeRoy E. Kennel*  
Professor of Communication  
Bethany Theological Seminary

#### I. Nature of Unit

Intensive Unit I is designed to enable students to achieve competence and effectiveness in the preaching task (1) through the interpretation of biblical foundations, theological traditions, and contemporary events and human experiences; and (2) through the functional integration of the interpretive task in the context of sermon formulation and proclamation.

The Unit consists of one intensive quarter of involvement for which students will receive two full courses credit. With the approval of the respective institutions in which they are matriculated, students who are involved in the Unit may also enroll in one or two additional courses.

#### II. Aims of the Unit

The general aims of Intensive Unit I are:

- A. to assist students to integrate the exegeses of Scripture and theological traditions with the exegesis of contemporary realities;;
- B. to assist students to clarify and enrich their involvement and identification with both the role and content of preaching and the means by which it occurs, such as critical analysis of content and reflection upon the processes by which preaching happens;
- C. to assist the intensive-mix of students and faculty to become a laboratory-model in which the agony and glory of preaching is experienced.

#### III. Structural Components

There are five principal components in Intensive Unit I. The scholarly and professional preparation of the student will be integrated in terms of these components through the use of various theological and functional disciplines and various educational methodologies.

- A. Modeling of and participating in the exegeses of Scripture and theology, and the exegesis of contemporary human experience;
- B. Researching ways of analyzing Scripture, dynamics by which traditions shape theology, and methods of sermon development;
- C. Evaluating critically actual occasions of preaching by students in the classroom and in the parish and by selected preachers in the Chicago area;
- D. Exploring possibilities of various forms in which proclamation happens, such as story telling, conversation, prophetic confrontation, and media; and
- E. Ongoing supervision by participating faculty, student peers, and lay persons.

#### IV. Admission to the Unit

Open to students (1) who have completed one or more years of theological

education; (2) who have completed at least two courses in biblical studies, two courses in history and theological thought, and one course in preaching; and (3) who have obtained the approval of the school in which they are matriculated.

**All students who have obtained appropriate approval for admission should register for the Unit during the registration period which will be held at each school during the week of February 20-24, 1978.**

# CLUSTER PASTORAL CARE AND COUNSELING PROGRAM

## I. Program Characteristics

The Cluster program in pastoral care and counseling is cooperatively-resourced by the nine member institutions of the Chicago Cluster of Theological Schools. Intended primarily for persons seeking the Doctor of Ministry degree in pastoral care and counseling through member seminaries, the Cluster program is also open to advanced candidates for certain other degrees and for non-degree continuing education.

Through collaborative planning, staffing, and administration by the several schools, participants enjoy access (1) to one of the nation's most distinguished ecumenical constellations of teachers and researchers in pastoral care and counseling, and (2) to an unusually broad range of supervised clinical opportunities sponsored by outstanding religious, health, and social service agencies.

The Cluster program seeks to equip present and future ministers to function effectively in various professional roles and institutional settings which require particular competence in the theory and practice of pastoral care and counseling. The program presupposes or provides a general base in the interdisciplinary foundations essential to all forms of ministry. Advanced specialized study and service in academic and clinical contexts is integrated with this general base.

Participants in the Cluster program in pastoral care and counseling will take courses in metropolitan Chicago in order that, through regular contact with faculty and supervisors, the academic and clinical goals of the program can be optimally realized. Participants may enroll in the program on a part-time or full-time basis.

The Cluster program in pastoral care and counseling is designed to be compatible with participants' concurrent pursuit of training for professional certification by the American Association of Pastoral Counselors, the Association for Clinical Pastoral Education, the American Association of Marriage and Family Counselors, and accrediting agencies representing certain other areas of competence which are of similar concern to an increasing number of religious professionals.

## II. Program Components

The Cluster program in pastoral care and counseling consists of advanced theoretical and clinical components.

### A. Core Seminars

The theoretical component consists of a three-quarter sequence of core seminars team taught by faculty from participating schools. A sequence such as the following will be offered each year:

- Pastoral Care: History and Theology (Fall)  
John W. Stettner (McCormick Theological Seminary)  
Thomas More Newbold, C.P. (Catholic Theological Union)
- Pastoral Care: Personality Theories and Therapies (Winter)  
Paul R. Swanson (Lutheran School of Theology at Chicago)  
Carl D. Schneider (Meadville/Lombard Theological School)



- Pastoral Care and the Christian Community (Spring)  
Philip A. Anderson (Chicago Theological Seminary)  
Byron P. Royer (Bethany Theological Seminary)

For course descriptions consult Ministry Studies: Pastoral Care and Spiritual Direction offerings: CCTS M-602A, B, C.

#### **B. Supervised Practica**

The clinical component consists of supervised practica of nine months duration in settings affording opportunity for pastoral care and counseling ministry related to one or more of the following areas of competence:

- Care of congregations (interpreting, enhancing, and integrating each ministerial function within the congregation from a pastoral care perspective)
- marriage and family counseling
- individual and group psychotherapy (including perspectives therein afforded by psychoanalysis, Gestalt, transactional analysis, psycho-synthesis, and other points of view)
- geriatric issues
- alcoholism rehabilitation
- minority group issues
- religion and medicine
- community mental health
- clinical pastoral education

Students may develop case material for supervision either in the clinical setting of the practicum or in their own work setting. The practicum will typically consist of a weekly case conference, a weekly session of individual supervision, and didactic sessions as arranged by the supervisor.

For course descriptions consult Ministry Studies: Supervised Ministry offerings: CCTS M-620A, B, C through CCTS M-638A, B, C.

Centers currently approved by the Cluster for supervised practica include the following:

- Alcoholism Treatment Program, Northwestern Memorial Hospital, Northwestern University Medical School
- Billings Hospital, The University of Chicago
- Center for Religion and Psychotherapy of Chicago
- Christ Hospital
- Edgewater-Uptown Community Mental Health Center
- Pastoral Counseling Ministry Institute
- Rush-Presbyterian-St. Luke's Medical Center
- Wholistic Health Center

It is anticipated that other specialized areas of competence and other centers will be developed in the future.

### **III. Program Participants**

The Cluster program in pastoral care and counseling is offered to four groups of participants, who may selectively employ its theoretical and clinical components to achieve their respective learning goals within guidelines established by the participating schools in which they are enrolled.

#### **A. Second Professional Degree Candidates**

Ministers with three or more years of experience who are seeking the D.Min. in pastoral care and counseling as a second professional degree through Chicago Theological Seminary, Lutheran School of Theology at Chicago, McCormick Theological Seminary, or Meadville/Lombard Theological School may utilize components of the Cluster program in completing the required one year of full-time study (or its equivalent in part-time study) in residence beyond a first professional degree (M.Div.).

**B. First Professional Degree Candidates**

Advanced ministerial candidates seeking the D.Min. in pastoral care and counseling as a first professional degree through Chicago Theological Seminary or Meadville/Lombard Theological School may utilize components of the Cluster program in completing the required four years of full-time study (or its equivalent in part-time study) beyond an undergraduate baccalaureate degree.

**C. Other Degree Candidates**

A limited number of advanced students seeking other graduate professional or academic degrees (e.g., M.Div., S.T.M., Th.D.) through any Cluster school may utilize components of the Cluster program in pastoral care and counseling as elective options in such degrees.

**D. Non-degree Candidates**

A limited number of ministers with three or more years of experience who are seeking non-degree continuing education through any Cluster school may utilize components of the Cluster program in pastoral care and counseling in achieving their individual learning goals.

**IV. Additional Options**

Significant complementary resources strengthen and enhance the Cluster program in pastoral care and counseling.

**A. The Cluster Schools**

Participants in the Cluster program enjoy tuition-free cross-registration privileges in all curricular fields of the consortium's nine member schools, including access to approximately 40 current offerings in pastoral care and counseling. For additional course descriptions consult Ministry Studies: Pastoral Care and Spiritual Direction offerings.

**B. The University of Chicago**

Most participants in the Cluster program in pastoral care and counseling may enroll in two concurrent courses for the price of one at the Divinity School and other graduate or professional schools of the University of Chicago.

**C. The Chicago Theological Institute**

Most participants may also avail themselves of tuition-free cross-registration privileges in the five member schools of the Chicago Theological Institute: Garrett-Evangelical Theological Seminary, North Park Theological Seminary, Seabury-Western Theological Seminary, Trinity Evangelical Divinity School, and St. Mary of the Lake Seminary.



# CLUSTER INTERINSTITUTIONAL TEAM-TAUGHT COURSES

In addition to the previously described Areas of Concentration, the Cluster also offers team-taught courses which draw in an integrative, but less intensive, manner upon the resources of its member schools and the metropolitan Chicago area. These courses involve ecumenical and, frequently, interdisciplinary teaching teams, and are characterized by concern for students' personal-professional development and by concern to draw imaginatively upon the resources of significant persons, programs, and settings in the wider community.

Such courses are especially designed to enable students to experience the enriching and stimulating give-and-take of dialogue and service in various ecumenical contexts without requiring the larger investment of time and commitment which are necessitated by the Cluster Areas of Concentration.

Admission is open to students through the regular cross-registration procedures which are operative among the Cluster schools.

## 1977-78 Offerings\*

### FALL

#### CCTS B-411

##### Symbol and Myth in the Bible

Modern biblical studies, especially text-, source-, form- and redaction- criticism, have succeeded in expressing many historical and literary aspects of the Bible. But they have failed to express a religious appreciation of the text in its symbolic and mythological depths. In this course we will address this issue by critically examining the other major approaches to the Bible, by exploring fundamental experiences of appreciation in our culture, by interpreting biblical texts in post-critical religious fashion, by formulating the interpretive principles of this post-critical appreciation, and by applying those principles in practice. Students are expected to have completed basic 300-level courses in Bible and theology. Their responsibilities will include assigned readings, personal reflection, active participation in discussion and an original piece of work.

TTh 10:45-12:30

Fall

David C. Reeves

Associate Professor of New Testament  
McCormick Theological Seminary

William G. Thompson, S.J.

Associate Professor of Biblical Theology  
Jesuit School of Theology in Chicago

#### CCTS E-401

##### Theological Assessment on Contrasting Human Rights Traditions

A critical assessment of the complementarity and contrast of American civil religion's focus on personal civil rights and of the focus of Marxist forms of liberation theologies on social and economic rights, from biblical and theological perspectives. The course will be taught by an ecumenical faculty team related to the Faith and Order Commission of the National Council of Churches. Class sessions will be held at Garrett-Evangelical Theological Seminary, 2121 Sheridan Road, Evanston.

Intensive: Sept. 30 - Oct. 1;      Fall  
Nov. 4-5; Dec. 2-3.

F 2:30-5:30 pm, S 9 am - 4 pm

James E. Will

Professor of Systematic Theology  
Garrett-Evangelical Theological Seminary

Agnes Cunningham, S.S.C.M.

Associate Professor of Church History  
St. Mary of the Lake Seminary

Donald E. Miller

Professor of Christian Education and Ethics  
Bethany Theological Seminary

John T. Pawlikowski, O.S.M.

Associate Professor of Ethics  
Catholic Theological Union

V. Bruce Rigdon

Professor of Church History  
McCormick Theological Seminary

\* Unless indicated in parenthesis following the course number, each entry is a Full Course valued at 3 or 4 quarter hours credit.



**CCTS M-355****Ministry Lab: The Sick**

These courses are basic ones in the ministry of caring, which includes "laboratory" experience with a particular population as well as a seminar for reflection and discussion. The course will be held off campus and may involve staff persons in the locale of the course. The purpose is to explore the meaning of pastoral care with a specific group of people, which involves deepening self-knowledge on the part of the "pastor" as well as learning more specifically the needs of the persons the pastor seeks to serve.

F 2-4

Fall

*John W. Stettner*

Professor of Pastoral Care and Counseling  
McCormick Theological Seminary

*Homer U. Ashby, Jr.*

Counseling Associate  
Center for Religion and Psychotherapy of  
Chicago

**CCTS M-602A****Pastoral Care: History and Theology**

This quarter will focus on the development of a professional understanding of pastoral theology. The history of pastoral care in the church will be considered, as well as the place of pastoral care in the church today and issues concerning pastoral identity. The relationship between theological disciplines and psychological disciplines will also be dealt with. There will be assigned reading, lectures, and seminar discussion.

F 9-12

Fall

*John W. Stettner*

Professor of Pastoral Care and Counseling  
McCormick Theological Seminary

*Thomas More Newbold, C.P.*

Professor Emeritus of Pastoral Theology  
Catholic Theological Union

**WINTER****CCTS E-451****Christian Ethics**

The aim of this course is to investigate the Christian approach to the main social issues of today. Consideration will be given to the biblical and theological basis for social action. Central social issues, including the socio-economic and political structure, personal and civil rights, war and peace, labor and management and interpersonal relations, will be studied. Special attention will be given to minority rights and social justice. Field trips to

social institutions will be included.

MWF 10:30-11:20

Winter

*Warren C. Young*

Professor of Theology and Christian Mission  
Northern Baptist Theological Seminary  
*John O. Hodges*

**CCTS M-473****Mass Media and the Liberation Message**

An analysis of contemporary media's power to transmit and inform, to influence and motivate values. The church's theology of human liberation will be employed to evaluate such media as film, television, radio, print and advertising and their impact upon the church's theology of human liberation, including such areas as racial and women's issues and stereotypes. Course approaches include seminars, film screenings (such as Bunuel's "Virdiana"), attendance at Chicago's Midwest Film Conference and selected projects and productions.

Th 3:30-6

Winter

*LeRoy E. Kennel*

Professor of Communications  
Bethany Theological Seminary

*Charles S. Spivey*

Senior Pastor  
Quinn Chapel African Methodist Episcopal  
Church

**CCTS T-518****Seminar on Black Worship and Liturgical Tradition**

An exploration of the potential for enrichment of the Western liturgical heritage by the Black experience of worship. Special attention will be given to basic principles of liturgical prayer as they are operative in Black worship and to the questions of liturgical "adaptation" called for in development of worship patterns truly Black and truly Catholic.

Th 2-4:30

Winter

*Ralph A. Keifer*

Associate Professor of Liturgy  
Catholic Theological Union

*Jeremiah A. Wright*

Pastor  
Trinity United Church of Christ

**CCTS M-602B****Pastoral Care: Personality Theories and Therapies**

Consideration of different theories of personality and their implications for counseling and therapy. We will seek to develop a critical understanding of the emphases and an-

thropologies represented by the various schools, together with their respective philosophical presuppositions and theological correlations, and endeavor to understand their relevance for counseling and pastoral care. Case studies will be used.

F 9-12

Winter

Paul R. Swanson

Professor of Pastoral Care

Lutheran School of Theology at Chicago

Carl D. Schneider

Assistant Professor of Religion and  
Personality

Meadville/Lombard Theological School

#### CCTS I-425

##### Can The Church be Christian?

This course is designed to explore and assess the classical tensions between private, communal, and institutional understandings of the Christian religion as these are embodied in current experience. Case studies, recent theological declarations, materials from the New Testament, sociology, and systematic theology will be examined. The goal is a fresh discovery of the relations between Christ, the Church, and a self-understanding of the Christian life as ministry. Student responsibilities will include assigned readings, active participation in class discussions, and a paper. Prerequisites: introductory courses in New Testament and systematic theology.

W 2-5

Winter

John E. Burkhardt

Professor of Systematic Theology

McCormick Theological Seminary

William G. Thompson, S.J.

Associate Professor of Biblical Theology

Jesuit School of Theology in Chicago

#### SPRING

#### CCTS B-401

##### The Book of Psalms

Select psalms will be studied from each literary or liturgical category with a view to their language and form, theology and devotion. Their lasting worth to Israel, the New Testament church and to us will be explored. Initial session at NBTS.

Th 2-4:30

Spring

Reidar B. Bjornard

Professor of Old Testament Interpretation

Northern Baptist Theological Seminary

Carroll Stuhlmüller, C.P.

Professor of Old Testament Studies

Catholic Theological Union

#### CCTS T-472

##### Communicating the Religious Message in an Age of Science

In this course the following goals will guide the study: (1) to introduce students to theologies and theologians which seek explicitly to address the contemporary scientific and technological worldview; (2) to acquaint students with basic work in philosophy of science and theological methodology which are relevant to such theological address; and (3) to assist students who are already familiar with matters represented by goals (1) and (2) further to advance their understandings in these and/or related areas. In approaching such goals two methods will be emphasized: (1) individual tutorial sessions which will help the student to advance at his/her own pace, to deal with new perspectives, and to prepare a research paper; and (2) seminar sessions which will deal with readings corresponding to the first two goals mentioned above. Readings in theology may include issues such as those raised in Peacock's *Science and the Christian Experiment*, Teilhard de Chardin's *Phenomenon of Man*, Cobb's *A Christian Natural Theology*, as well as those treated in selected works of the convenors. Readings in the methodology and philosophy of science may include issues such as those dealt with in Gilkey's *Religion and the Scientific Future*, Barbour's *Issues in Science and Religion*, Kuhn's *The Structure of Scientific Revolutions* and Margenau's *Open Vistas*. Prerequisite: at least two courses in systematic or philosophical theology, and approval of the convenors. Scientific background helpful but not necessary.

Th 2-5

Spring

Ralph Wendell Burhoe

Director

Center for Advanced Study in Religion and  
Science

George A. Riggan

Visiting Professor of Theology

Meadville/Lombard Theological School

#### CCTS T-572

##### Advanced Seminar in Theology and the Sciences

The seminar is designed as a forum for papers by theological and scientific faculty and advanced students. It seeks to move toward a theology which is solidly grounded in the best of today's scientific understandings and which at the same time may be dynamic in eliciting religious feelings and behavior characteristic of



the best Christian tradition whereby persons are led to appreciate the reality of God's sovereignty and grace which are manifest in environing nature and in human forms, and to find thereby a new meaning, hope, sense of duty, and beatific perspective in God's realm.

Each weekly session will be the occasion for the presentation and critical evaluation of one or more papers *exploring an interpretation of historic religious doctrines in the light of the sciences*. Among the *historic religious doctrines* that may be interpreted are such primary Christian categories as God, Creation, Human Nature, Sin, Salvation, Church, Revelation and Mission to the World. No specific topic is excluded per se, no matter how out of theological favor it may presently be or how seemingly incongruous with recent secular doctrine. For the seminar, *the light of the sciences* will be sought primarily through focus upon the so-called "hard" sciences that have provided a new world view or "metaphysics." These sciences include physics, biology, sociobiology, and psychobiology. However, this primary focus does not exclude perspectives from the psychosocial sciences, which will also be heavily involved. At the core of its activity the seminar will explore and test a basic hypothesis: that recent scientific information suggests that evolving psychobiological and sociobiological systems require religions as value cores, that the traditional religion of each *culturetype* has been selected for the same kinds of life-producing wisdom as have been selected in the *genotypes* for all animal organisms and societies, and that all of this is generated and selected by a creative system of dynamic reality far transcending any of its creatures.

*Admission for credit:* While the seminar is expected primarily to involve the presentation of papers by faculty and advanced students, admission for credit is also open to other students whose proposals for a paper to be presented and whose background in theology and science is deemed satisfactory by the convenors. High performance in CCTS T-472 may be deemed sufficient for admission, and capacity to discuss critically and to advance themes such as those published in *Zygon, Journal of Religion and Science* would provide excellent grounding for any participants in the seminar.

*Admission without credit:* Participation is also open to Cluster students and faculty who have a concern to become more informed about and/or to participate in this research and development program without obligating themselves to meet the specific course requirements. Such persons should inform one of the convenors in advance of their intention to participate in this manner.

*Requirements* for students taking the seminar for credit will be (1) to present an original paper of some 20-30 doublespaced pages (during one of the last five weeks of the quarter) on a topic approved by the convenors and to defend it successfully during its discussion, and (2) to present a one- or two-page critical and constructive analysis of the proceedings of each of the other papers and discussions in the seminar sessions. Sessions held at home of Dr. Burhoe, 1524 E. 59th St., Chicago.

Tu 7-10 pm

Spring

Ralph Wendell Burhoe

Director

Center for Advanced Study in Religion and Science

George A. Riggan

Visiting Professor of Theology

Meadville/Lombard Theological School

#### CCTS T-559

##### Developments in Modern Theology, Protestant and Catholic

Using a discussion-group format involving the active participation of all members, this course will investigate such fundamental Christian themes as the relationship of religion and Christianity, God and his providence and grace, Christ and the church, in selected texts from such theologians as Schleiermacher, Ritschl, Harnack, Loisy, Blondel, Barth, Tillich, Rahner, Pannenberg, Metz. Enrollment limited to 14; admission by approval of instructor.

MW 1:30-3

Spring

Carl E. Braaten

Professor of Systematic Theology

Lutheran School of Theology at Chicago

Roger D. Haight, S.J.

Assistant Professor of Systematic Theology

Jesuit School of Theology in Chicago

#### CCTS M-501

##### Symposium in Psychology and Religion

This course will focus on some person, topic, or issue of current interest in the broad field of psychology and religion, and will be different each time it is offered. Instructors from Cluster



schools, experts on pertinent subjects, or representatives of other religious groups may be involved. The particular focus for the course will be announced at least one quarter in advance. There are no specific prerequisites for the course, but it is assumed that students will have had other courses in the field.

W 2-4

*Spring*

*John W. Stettner*

Professor of Pastoral Care and Counseling  
McCormick Theological Seminary  
*Cluster Pastoral Care Faculty*

#### **CCTS M-602C**

##### **Pastoral Care and the Christian Community**

An exploration of the nature of community and its healing power with reference to theological, biblical, psychological and therapeutic theories and practice. An experience of the house church process will allow members to participate in a learning-transforming community and to explore Christian community as a vehicle for the mutual care of souls. Each student will be asked to formulate his or her own basic change theory—conditions, processes, goals and outcomes.

F 9-12

*Spring*

*Philip A. Anderson*

Professor of Pastoral Theology  
Chicago Theological Seminary

*Byron P. Royer*

Professor of Pastoral Psychology  
Bethany Theological Seminary

#### **CCTS M-409 (2 QH)**

##### **Church Strategies for Changing Communities**

In metropolitan America, almost every community is in transition, from the racial changes in the center of the cities, to the rural suburban transition on the growing edge, including all the aging of communities in between. The course will study cases and visit places of transition to determine the causes and patterns of changing communities. Special attention will be given to the positive role of the church in community change, and to the negative consequences of indecision in the midst of change. Open to pastors and laypersons as well as students.

Tu 4-6

*Spring*

*Carl S. Dudley*

Professor of Church and Community  
McCormick Theological Seminary

*Alvin Bridges*

Executive Director  
Associated Urban Ministries  
Presbytery of Chicago

# CLUSTER INTER-CAMPUS COURSES

A continuing concern of the Cluster is to enrich the teaching-learning experiences of students and faculty from each of its member institutions. The Cluster therefore seeks to enable students to have increased access to outstanding teachers and courses and to groups of students which they would otherwise be unlikely to encounter. The Cluster likewise seeks to enable faculty members to participate in rewarding teaching relationships with students and colleagues who represent traditions and perspectives not customarily encountered in their own institutions.

A special curricular structure, known as "Cluster Inter-Campus Courses" has been created to encourage and facilitate such interchange, especially between urban and suburban member schools. Several outstanding electives which are representative of various disciplines and heritages in the Cluster are offered at locations which constitute an equitable distribution of travel time among the participating students. Each course is scheduled to meet only once a week and to avoid rush-hour traffic. The first session of each course is held on the campus of the designated instructor. Thereafter the number of students enrolled from the respective seminaries provides the basis upon which each class will work out an equitable determination regarding the location and number of future weekly sessions. Such a principle of operation permits the location at which each Cluster Inter-Campus Course is offered to be highly responsive to the level of interest and initiative of students from the respective schools.

Enrollment in all Cluster Inter-Campus Courses is open to students through the regular cross-registration procedures which are operative among the Cluster schools.

## 1977-78 Offerings\*

### FALL

#### JSTC T-483

##### Everlasting Life After Death

The course is mainly concerned with these basic questions: Will men actually have life after death? What connection is there between a man's life before death and his life after death? Does a man have life immediately after death and does this life continue in an interim state that perdures until the general judgment and what kind of life is this? Does a man go on living endlessly after the general resurrection and what kind of life does he have in this final state? Textbook: *Everlasting Life After Death* (Alba House). Initial session at JSTC.

Fortman Th 1:30-3:15 Fall

#### JSTC T-549

##### Rahner's *Theology of the Spiritual Life I*

This course is a series of lectures which treat of Rahner's *Theology of the Spiritual Life*. The following articles, which are to be found in the various volumes of *Theological Investigations*,

will be treated. (1) Reflections on the Problem of the Gradual Ascent to Christian Perfection, III, (2) Thoughts on the Theology of Christmas, III, (3) Reflections on the Theology of Renunciation, III, (4) The Passion and Asceticism, III, (5) The Church of the Saints, III, (6) Some Thoughts on a Good Intention, III, (7) The Dogma of the Immaculate Conception in our Spiritual Life, III, (8) The Comfort of Time, III, (9) The Eucharist and Suffering, III, (10) The Renewal of Priestly Ordination, III, (11) The Meaning of Frequent Confession of Devotion, III, (12) Problems Concerning Confession, III, (13) The Apostolate of Prayer, III, (14) A Spiritual Dialogue at Evening: on Sleep, Prayer and other Subjects, III, (15) Priestly Existence, III, (16) The Consecration of the Layman to the Care of Souls, III, (17) The Ignatian Mysticism of Joy in the World, III, (18) Priest and Poet, III, (19) Poetry and the Christian, IV, (20) Theological Remarks on the Problem of Leisure,

\* Unless indicated in parenthesis following the course number, each entry is a Full Course valued at 3 or 4 quarter hours credit.

IV, (21) The Theology of Power, IV. The readings average about thirty pages a class. No paper is required. There will be a final oral examination of one half hour. Initial session at JSTC.

Wulftange                      W 3:30-5:30                      *Fall*

### SPRING

#### CCTS B-401

##### The Book of Psalms

Select psalms will be studied from each literary or liturgical category with a view to their language and form, theology and devotion. Their lasting worth to Israel, to the New Testament church and to us will be explored. Initial session at NBTS.

Bjornard/StuhlmueLLer      Th 2-4:30      *Spring*

#### BTS T-459

##### Theology and Literary Arts

A study of various images of heroism in the American imagination through selected novels and plays. Particular attention will be given to the interplay between such themes as forest and settlement, individual and community, innocence and maturation, and the fate of the lonely "hero" in relation to the "alien tribe."

Initial session at BTS.

Groff/Allen                      M 3:30-6                      *Spring*

#### CCTS M-441

##### Parish-Based Ministry with Public Community Colleges

The course will examine the history, development, nature and uniqueness of public community colleges in the context of American higher education. Arenas of potential contact and ministry in relation to the colleges will be explored. Resources at the colleges which are helpful to parishes will be considered. Models of ministries now being implemented across the country will be reviewed. Field trips will be conducted to the main campuses of several colleges, including an urban campus serving predominantly minority students and a suburban campus serving predominantly white students. Community college personnel (such as students, faculty, and administrators) and parish pastors who have related to their local colleges in creative ways will also serve as resource persons. Common readings and individual or group research projects leading to final papers. Initial session at LSTC.

McGown                      Th 7-10 pm                      *Spring*



# CLUSTER BLACK STUDIES

The Cluster endeavors to strengthen and to stimulate initiatives on the part of its member institutions to the issues posed for theological education and ministry by the experiences and perspectives of Blacks. An important structural expression of this endeavor is the Cluster Black Studies Committee. With staff support from the Cluster Black Studies Coordinator, the Committee exercises such leadership functions as the following: (1) to assist Blacks of the Cluster in articulating their concerns and to assist Cluster institutions in addressing such concerns; (2) to design strategies for incorporating issues raised by the experiences and perspectives of Blacks into the mainstream of the consciousness and curricula of the several institutions; (3) to plan activities which educate members of the Cluster community regarding the nature and effects of racism and of ways in which it may be effectively overcome; (4) and to facilitate the development of resources to fund and staff such enterprises as the foregoing.

Approximately 53 Black students are pursuing studies in Cluster schools.

The several Cluster institutions engage the following Black faculty, who represent the indicated areas of expertise:

Robert M. Allen	(BTS)	Humanities and Religion
Homer U. Ashby, Jr.	(CCTS)	Pastoral Care
Colvin Blanford	(NBTS)	Church and Community
Alvin Bridges	(CCTS)	Church and Community
Earl L. Durham	(CCTS)	Church and Community
John O. Hodges	(CCTS)	Religion and Literature
Albert Pero, Jr.	(LSTC, CTU)	Theology and Religious Education
C. Shelby Rooks	(CTS)	Ministry
Charles S. Spivey	(CCTS)	Preaching and Communication
Jeremiah A. Wright, Jr.	(CCTS)	Liturgy and Worship

## 1977-78 Offerings\*

### FALL

#### CCTS E-401

#### Theological Assessment of Contrasting Human Rights Traditions

A critical assessment of the complementarity and contrast of American civil religion's focus on personal civil rights and of the focus of Marxist forms of liberation theologies on social and economic rights, from biblical and theological perspectives. The course will be taught by an ecumenical faculty team related to the Faith and Order Commission of the National Council of Churches. Class sessions will be held at Garrett-Evangelical Theological Seminary, 2121 Sheridan Road, Evanston.

Will/Cunningham/Miller

Fall

Pawlikowski/Rigdon

Intensive: Sept. 30-Oct. 1;

Nov. 4-5; Dec. 2-3.

F 2:30-5:30, S 9 am - 4 pm

#### CTU E-487

#### The Ethical Dimensions of Marxist Humanism

The course aims at introducing the student to the way in which the problem of man is set up and resolved in Marxist thought and praxis. It will study the way in which Marxism conceives, in theory and practice, a) the objective foundations of man's possibilities, b) the epistemological bases for the understanding of man and human praxis, and c) the main thought categories and socio-political structures through which a human and humanizing praxis can be realized. While based on the texts of the founders of Marxism, the course will also trace the main variations which have developed in Marxism throughout its history and which are relevant in the present situation in Europe, Asia, Latin America and Africa.

Fornasari

MWF 11-11:50

Fall

\* Unless indicated in parenthesis following the course number, each entry is a Full Course valued at 3 or 4 quarter hours credit.

**LSTC E-435****Christianity and Capitalism**

This course will first trace the historical relation between the Christian faith and the development of capitalism. It will then move toward contemporary interpretations—both positive and negative—of modern capitalism, and conclude with a critique dealing with this question: How compatible is the Christian ethic with the capitalist system?

Benne MW 1:30-2:45 Fall

**CCTS M-335****Ministry Lab: The Sick**

These courses are basic ones in the ministry of caring, which includes "laboratory" experience with a particular population as well as a seminar for reflection and discussion. The course will be held off campus and may involve staff persons in the locale of the course. The purpose is to explore the meaning of pastoral care with a specific group of people, which involves deepening self-knowledge on the part of the "pastor" as well as learning more specifically the needs of the persons the pastor seeks to serve.

Stettner/Ashby F 2-4 Fall

**DIT M-507 (2QH each quarter)****Pastoral Care to the Imprisoned**

Supervised ministry to the imprisoned. Offered in response to student interest.

Kennedy TBAr Fall/Winter/Spring

**DIT M-508, 509, 510 (2 QH each quarter)****The Minister as Advocate for the Poor**

In this course the student-minister is placed as a paralegal aid at the Mid-South Law Office in south Chicago. After an initial period of training in welfare and tenant-landlord law procedures, he would begin interviewing and working with people eligible for government-entitled mandatory public assistance. Besides interviewing, the student would deal with the Department of Public Aid, and represent the poor at administrative hearings. On-the-job supervision is provided weekly by a supervising attorney, and the student also participates in theological reflection sessions weekly. Placement in Latino communities is available.

Kennedy TBAr Fall/Winter/Spring

**CCTS I-520 (1 full course each quarter)****Social Transformation: Intensive Unit I**

This course aims to assist students to develop an understanding of the interrelationships between Christian faith and the ministry of social transformation, between social scientific disciplines

and the strategy and tactics of social action, and to become insightful and responsible participants in ministries of social change within church and community. For remainder of course description consult pp. 17 - 19.

Dudley/Durham

Fall/Winter

Pawlikowski/Tuite F 9-12

plus Field Experiences

**WINTER****CTS TEC-455 (1½ QH)****Seminar in Contemporary Black Authors in Religion**

A critical reading of such authors as J. and C. Cone, Roberts, Wilmore, and Jones.

Rooks M 7-8:30 pm Winter

**CTU T-448****Third World and Theology of Liberation**

After locating the theology of liberation within the broader framework of the task of theology, the course will explore in depth the various dimensions of liberation theology with particular reference to the "Third World."

Fuellenbach MW 2-3:15 Winter

**LSTC T-456****Liberation Theology**

This course aims to analyze the nature, function, and method of liberation theology in order that the student may become aware of its potential as serious theological discourse comparable to other classical theologies. Attention is given to some of the main theological issues and problems which can be anticipated in the study of liberation theology.

Pero TTh 10:45-12 Winter

**CTU T-445****Theology of the Church**

A study of the origins of the Church; the relation of the Kingdom to the Church; the basic images and themes in Scripture and tradition; the development of ecclesiastical office; and the relation of the Church to the world, especially in relation to the socio-political situation of "Third World" countries.

Fuellenbach MWF 12-12:50 Winter

**CCTS T-518****Seminar on Black Worship and Liturgical Tradition**

An exploration of the potential for enrichment of the Western liturgical heritage by the Black experience of worship. Special attention will be given to basic principles of liturgical prayer as they are operative in Black worship and to the



questions of liturgical "adaptation" called for in development of worship patterns truly Black and truly Catholic.

Keifer/Wright Th 2-4:30 Winter

#### CTU T-505

##### **Constructing Local Theologies**

A seminar geared to investigating how Christian theological themes are developed in varying situations, particularly those not a part of mainstream Western culture. Students will be asked to choose a certain situation (e.g., Latino, Black, African, Japanese) and engage in reconstructing some theological themes based upon their own background in the Western Christian tradition and on experience or guided reading in the particular cultural situation. Prior consent of the instructor is required for admission.

Schreiter Tu 7-9:30 pm Winter

#### CCTS E-451

##### **Christian Ethics**

The aim of this course is to investigate the Christian approach to the main social issues of today. Consideration will be given to the biblical and theological basis for social action. Central social issues, including the socio-economic and political structure, personal and civil rights, war and peace, labor and management, and interpersonal relations, will be studied. Special attention will be given to minority rights and social justice. Field trips to social institutions will be included.

Young/Hodges MWF 10:30-11:20 Winter

#### CTU W-563

##### **Religious Education in Cross-Cultural Perspective**

Research seminar in religious educational systems among Black, Latino, and Native American children with 1) inquiry into the traditional religious educational systems offered to white children and its impact on minority children; 2) focus on a minority church which has developed or is in the process of developing a minority educational system, and study of the uniqueness of this process; 3) identification and assessment of minority religious educational model(s) which can be instrumental in guiding further research in this area. Limited to students with previous experience in religious education and in cross-cultural ministry, or with consent of instructor.

Barbour W 7-9:30 pm Winter

#### LSTC M-467

##### **Global Consciousness and Religious Education**

A careful study and evaluation of a pedagogical process by which a person or a people gain a new awareness of their own reality, the forces which objectify and oppress them within that reality, and the potentiality for becoming the subjects of their own liberation (redemption) as well as becoming the agents of change for religious education.

Pero MW 1:30-2:45 Winter

#### CCTS M-473

##### **Mass Media and the Liberation Message**

An analysis of contemporary media's power to transmit and inform, to influence and motivate values. The church's theology of human liberation will be employed to evaluate such media as film, television, radio, print and advertising and their impact upon the church's theology of human liberation, including such areas as racial and women's issues and stereotypes. Course approaches include seminars, film screenings (such as Bunuel's "Viridiana"), attendance at Chicago's Midwest Film Conference and selected projects and productions.

Kennel/Spivey Th 3:30-6 Winter

#### DIT M-311, 312 (2 QH each quarter)

##### **Pastoral Care of the Disadvantaged**

Varied experience in helping activities as sponsored by social and community organizations in the Chicago area. Full working day, once each week, in centers participating in care offered varied ethnic groups living in disadvantaged circumstances. Guidance in work with youth, adults, aged, given by agencies' staff personnel. Reports and supervisory seminar at De Andreis once each week.

Kennedy Th 9:10-10:10 Winter/Spring

#### DIT M-507 (2 QH each quarter)

##### **Pastoral Care to the Imprisoned**

For course description consult Fall Quarter offerings.

Kennedy TBAr Fall/Winter/Spring

#### DIT M-509 (2 QH each quarter)

##### **The Minister as Advocate for the Poor**

For course description consult Fall Quarter offerings.

Kennedy TBAr Fall/Winter/Spring

### SPRING

#### BTS T-459

##### **Theology and Literary Arts**

A study of various images of heroism in the



American imagination through selected novels and plays. Particular attention will be given to the interplay between such themes as forest and settlement, individual and community, innocence and maturation, and the fate of the lonely "hero" in relation to the "alien tribe." Initial session at BTS.

Groff/Allen M 3:30-6 *Spring*

#### DIT E-443

##### **Social Justice**

The course will consider the social mission of the Church in the world. It will set the modern horizon via an analysis of the Enlightenment, Marxism, capitalism, and secularism. Development of papal social teaching will be examined. Political theology, Liberation theology, and Theology of the Cross will be used to focus the question of the Church's social mission.

Minogue MWF 10:10-11 *Spring*

#### NBTS E-452

##### **The Church and Social Change**

A study of the role of the Christian Church in affecting social change, both in the past and the present. A significant part of this study will focus on the roles of Black churchmen and Black congregations as change agents.

Blanford Th 7-9:30 pm *Spring*

#### LSTC W-417

##### **America in Third World Perspective**

Frustrations with health care, a crisis in educational systems, the slow pace of women's liberation, questions about the meaning of work, and the role of religion in society and culture: these are vital areas of concern in America and throughout the world. Using a comparative method, the course will examine approaches to these five problems in Third World countries with different social systems — People's Republic of China, Tanzania, and Cuba — in order to gain perspective for dealing with the same problems in America.

Scherer MW 1:30-2:45 *Spring*

#### CCTS M-409 (2 QH)

##### **Church Strategies for Changing Communities**

In metropolitan America, almost every community is in transition, from the racial changes in the center of the cities to the rural-suburban

transition on the growing edge, including all the aging of communities in between. The course will study cases and visit places of transition to determine the causes and patterns of changing communities. Special attention will be given to the positive role of the church in community change, and to the negative consequences of indecision in the midst of change. Open to pastors and laypersons as well as students.

Dudley/Bridges Tu 4-6 *Spring*

#### DIT M-312 (2 QH each quarter)

##### **Pastoral Care of the Disadvantaged**

For course description consult Winter Quarter offerings.

Kennedy TBAr *Winter/Spring*

#### DIT M-507 (2 QH each quarter)

##### **Pastoral Care to the Imprisoned**

For course description consult Fall Quarter offerings.

Kennedy TBAr *Fall/Winter/Spring*

#### DIT M-510 (2 QH each quarter)

##### **The Minister as Advocate for the Poor**

For course description consult Fall Quarter offerings.

Kennedy TBAr *Fall/Winter/Spring*

#### CCTS I-560 (2 or 3 full courses)

##### **Cross Cultural Communication: Intensive Unit I**

The Intensive Unit has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own. At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry. For remainder of course description consult pp. 21 - 24.

Armendáriz/Barbour/Boberg/Pero *Spring*  
M 9-3, W 3:30-9:30 pm

# CLUSTER WOMEN'S ISSUES

The Cluster undertakes to support and to advocate commitments by its member institutions to the issues raised for theological education and ministry by the experiences and perspectives of women. A significant organizational manifestation of this undertaking is the Cluster Women's Issues Committee. With staff support from the Cluster Women's Issues Coordinator, the Committee provides such leadership functions as the following: (1) to assist women of the Cluster, including spouses, in expressing their concerns and to assist Cluster institutions in responding to such concerns; (2) to design strategies for incorporating the issues posed by the experiences and perspectives of women into the focal awareness and programming of the various institutions, (3) to plan activities which educate members of the Cluster community regarding the nature and effects of sexism and of means by which it may be effectively overcome; and (4) to facilitate the development of resources to fund and staff such enterprises as the above. Activities through which the Committee seeks to serve women and the larger Cluster constituency include publication of a periodical, *PersonAge*; formulation and presentation of specific curricular and personnel recommendations related to women's concerns; consultation and cooperation with women's caucuses and wives' groups in the respective Cluster schools; and sponsorship and leadership of such programs and projects as conferences, workshops, retreats, orientations, survey research, film and dialogue groups, socials, and student-faculty rap sessions.

Approximately 232 women students are pursuing studies in Cluster schools.

The several Cluster institutions engage the following women faculty, who represent the indicated areas of expertise:

Elizabeth E. Adams	(M/L)	Religious Education
Claude Marie Barbour	(CTU)	World Mission
Doris Ann Borchert	(NBTS)	Religious Education
Jean Bozeman	(LSTC)	Religious Education
Adela Yarbrow Collins	(MTS)	New Testament
Agnes Cunningham, S.S.C.M.	(SML)	Church History
Nancy R. Faus	(BTS)	Ministry
Ardith Hayes	(MTS)	Ministry, Field Education
Shirley J. Heckman	(BTS)	Religious Education
Elvire Hilgert	(MTS)	Theological Librarianship
Estella Boggs Horning	(BTS)	Old Testament
Helen A. Kenik, O.P.	(JSTC)	Old Testament
Lauree Hersch Meyer	(BTS)	Historical Theology
Carolyn A. Osiek R.S.C.J.	(CTU)	New Testament
Rosemary Radford Ruether	(MTS)	Ethics
Marjorie Tuite, O.P.	(JSTC)	Church and Community
Barbara Brown Zikmund	(CTS)	Church History

## 1977-78 Offerings\*

### FALL

#### CTU B-576

#### The Ministry of Women in the Early Church

For a fuller understanding of the Church and its total ministry, this course will explore the

variety of roles exercised by women in the early Church from the Apostolic to the Constantinian Age, with special focus on the interpretation of Pauline passages about women and the impact

\* Unless indicated in parenthesis following the course number, each entry is a Full Course valued at 3 or 4 quarter hours credit.



of the texts of contemporary thinking regarding women in ministry. Critical analysis of texts by students will be stressed.

Osiek Th 2-4:30 *Fall*

#### MTS T-432

##### **Feminist Perspectives in Theology**

The course will deal with theological developments given impetus by the women's movement, including the work of women theologians (e.g., Letty Russell, Mary Daly). These theologians will be examined in relation to systematic theology and to social theory (e.g., Peter Berger).

Adjunct Tu 7-10 pm *Fall*

#### CCTS E-401

##### **Theological Assessment of Contrasting Human Rights Traditions**

A critical assessment of the complementarity and contrast of American civil religion's focus on personal civil rights and of the focus of Marxist forms of liberation theologies on social and economic rights, from biblical and theological perspectives. The course will be taught by an ecumenical faculty team related to the Faith and Order Commission of the National Council of Churches. Class sessions will be held at Garrett-Evangelical Theological Seminary, 2121 Sheridan Road, Evanston.

Will/Cunningham/Miller *Fall*  
Pawlikowski/Rigdon

Intensive: Sept. 30-Oct. 1;

Nov. 4-5; Dec. 2-3.

F 2:30-5:30, S 9 am - 4 pm

#### CTU E-580

##### **The Theology and Ethics of Christian Marriage**

This is an interdisciplinary study offering an overview of marriage in terms of its rich Christian tradition (Scripture, the Fathers and liturgical rites) and also attempting to systematize this material in view of reaching ethical decisions that are sensitive to such modern problems as divorce, contraception and new styles of marital relationship.

MacDonald TTh 9-10:15 *Fall*

#### MTS M-310

##### **Women in Ministry**

An introductory course designed for women who want to explore the opportunities, problems and concerns encountered by women in ministry. Students will be introduced, through dialogue and interviews, to the varieties of ministries in which women are engaged (e.g.,

chaplaincy, staff and administrative positions, pastor, campus ministry). The meaning of ordination, role expectations and the dynamics of sexism will be discussed. Special attention will be given to preaching, liturgy, theology and counseling from the woman's perspective.

A. Hayes/Prasse MW 2-4 *Fall*

### WINTER

#### JSTC T-551

##### **Theology of Priestly Ministry**

The nature of ordained ministry in the Church has become a "disputed question" in Roman Catholic theology. The purpose of this course is to seek some guidelines and principles for fashioning a new theological interpretation of "priestly" ministry in a Roman Catholic context. Some attention will be given to the historical origins and development of this ministry, but the bulk of the time will be devoted to a variety of contemporary theologies of priestly ministry. By relating the central question to Christology and Ecclesiology, some basis will be sought for judging responsibly such contemporary issues as the "permanence" of priestly office, the appropriateness of celibacy, and the ordination of women. The format will be that of a seminar, with substantial weekly reading assignments as the basis for informed, critical discussion of the issues. Participants will be asked to write a brief paper (1-2 pages) each week, in reaction to the readings. The grade will be determined by the quality of these papers and by participation in the discussions. No term paper.

Fehr TTh 9-10:15 *Winter*

#### LSTC E-430

##### **Ethics of Sex**

A course aimed at examining, from a Christian point of view, issues dealing with the realm of the sexual—premarital sex, marital fidelity, homosexuality, gender, sexism, etc.

Benne TTh 12:30-1:45 *Winter*

#### CCTS M-473

##### **Mass Media and the Liberation Message**

An analysis of contemporary media's power to transmit and inform, to influence and motivate values. The church's theology of human liberation will be employed to evaluate such media as film, television, radio, print and advertising and their impact upon the church's theology of human liberation, including such areas as racial and women's issues and stereotypes. Course approaches include



seminars, film screenings (such as Bunuel's "Vir-  
diana"), attendance at Chicago's Midwest Film  
Conference and selected projects and produc-  
tions.

Kennel/Spivey Th 3:30-6 *Winter*

### SPRING

#### CTS CH-393

##### **Women in the American Protestant Tradition**

A look at the role of women in the history of  
American Protestantism through autobiography  
and biography. All students will read six  
autobiographies or biographies in common and  
make a class presentation on one woman.

Zikmund W 3-6 *Spring*

#### JSTC T-584

##### **C.G. Jung and Theology**

A study of the theological implications of  
Jungian therapy and thought focused toward in-  
terrelating psychotherapy and theology. Basic  
readings in Jung (more advanced for those  
acquainted with him), lecture and discussion on  
theological evaluation of him: myth and sym-  
bol, individuation process, trinity and femininity  
within. Accountability will be an oral exam on  
Jung and a paper evaluating theologically some  
aspect of his thought.

Sears TTh 9-10:15 *Spring*

#### MTS E-435

##### **Women, Social Issues and Ethical Decision- Making**

The course will combine historical, cultural  
background, socio-economic analysis and  
practical discussion and models of decision  
making. For each problem studied there will be  
background lectures on the cultural ideologies  
which have influenced our thinking on the sub-  
ject, including biblical, theological and general  
cultural materials. All of this received material  
will be critiqued. The socio-economic context of  
each problem will also be studied. Each student  
will work on a concrete case study in a specific  
area and present it to the class as an example of  
ethical decision making under particular cir-  
cumstances. Much of the work of the class will  
come to a focus in the discussion of these case  
studies. Each student will also be expected to in-  
vestigate one community agency that is dealing  
with a particular issue. These investigations will  
be reported to class. There will be an effort to  
draw up a profile of such groups working in the  
Chicago area and the strengths and deficiencies  
of such available groups for women's needs.

Issues treated in the course will be drawn from  
the following areas: control of one's own body,  
violence, the individual and the couple,  
the domestic role of women, the home-work  
dichotomy and women at work. Prerequisite:  
one course in women's studies or background  
reading to be specified by the instructor.

Ruether M 7-10 pm *Spring*

#### LSTC W-417

##### **America in Third World Perspective**

Frustrations with health care, a crisis in  
educational systems, the slow pace of women's  
liberation, questions about the meaning of  
work, and the role of religion in society and  
culture: these are vital areas of concern in  
America and throughout the world. Using a  
comparative method, the course will examine  
approaches to these five problems in Third  
World countries with different social  
systems—People's Republic of China, Tanzania,  
and Cuba—in order to gain perspective for  
dealing with the same problems in America.

Scherer MW 1:30-2:45 *Spring*

#### MTS M-416

##### **Sexual Dynamics in Relation to Pastoral Care and Counseling**

For men and women who will be giving and  
receiving pastoral care and counseling. The  
practice of pastoral care and counseling requires  
awareness of and skill in handling the dynamics  
arising from sexuality, sexual identity and  
sexual roles. The course will include, but not be  
limited to, consideration of the effect of the  
social and cultural context on mental health;  
the "double standard" in mental health for  
women and men; dynamics of interaction be-  
tween men and women in the pastoral care set-  
ting; and pressures for change in the practice of  
pastoral counseling arising from the changing  
role perceptions and expectations for women  
and men in church and society.

A. Hayes MW 11-1 *Spring*

#### CTS CM-438

##### **The Middle Age Crisis**

An examination of the developmental tasks and  
crises of the middle years of life. Female and  
Male experiences with marriage, vocation,  
family, and life's meaning will be explored. The  
response of the church and ministry to these  
persons will be studied.

Anderson TBAr *Spring*

CCTS I-560 (2 or 3 full courses)

**Cross-Cultural Communication: Intensive  
Unit I**

The Intensive Unit has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other

than their own. At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader, international, interracial and ecumenical understanding, concern and commitment both in their theological as well as in their further ministry. For remainder of course description consult pp. 21 - 24.

Armendáriz/Barbour/Boberg/Pero

*Spring*

M 9-3, W 3:30-9:30 pm



# CLUSTER LATINO STUDIES

The Cluster seeks to foster and enhance the concern of its member institutions for issues generated in theological education and ministry by the experiences and perspectives of Latinos. The Cluster's efforts are guided through its Latino Studies Committee, which is comprised of representatives from the several schools.

The Committee provides leadership in addressing such functions as the following: (1) to assist Latinos of the Cluster in voicing their concerns and to assist Cluster institutions in responding to such concerns; (2) to frame proposals for incorporating issues represented by the experiences and perspectives of Latinos into the understandings and program offerings of the several institutions; (3) to plan activities which educate members of the Cluster community regarding the nature and effects of ethnic discrimination and of means by which it can be effectively overcome; and (4) to facilitate the development of resources to fund and staff such enterprises as the above.

Approximately 31 Latino students are pursuing studies in Cluster schools.

Rubén P. Armendáriz	(MTS)	Ministry
Ismael García	(MTS)	Biblical Studies
Jorge González	(MTS)	Biblical Studies
Justo González	(MTS)	Church History
Rafael Sánchez	(MTS)	Pastoral Care and Counseling

## 1977-78 Offerings\*

### FALL

**CCTS E-401**  
**Theological Assessment of Contrasting Human Rights Traditions**

A critical assessment of the complementarity and contrast of American civil religion's focus on personal civil rights and of the focus of Marxist forms of liberation theologies on social and economic rights, from biblical and theological perspectives. The course will be taught by an ecumenical faculty team related to the Faith and Order Commission of the National Council of Churches. Class sessions will be held at Garrett-Evangelical Theological Seminary, 2121 Sheridan Road, Evanston.  
Will/Cunningham/Miller  
Pawlikowski/Rigdon

Fall

Intensive: Sept. 30-Oct. 1;  
Nov. 4-5; Dec. 2-3.  
F 2:30-5:30, S 9 am - 4 pm

**MTS B-410**  
**New Testament Interpretation in the Hispanic Context**

The themes and content of the New Testament as understood by Hispanic interpreters past and present. An approach with the needs of the

Hispanic in mind.  
Weiss M 7-10 pm Fall

**MTS H-310**  
**Hispanic Church Reformers**  
This course will study the contribution to the Reformation by Spanish Reformers from the 16th Century to present including the Spanish mystics.  
Justo González TBAr Fall

**CTU E-487**  
**The Ethical Dimensions of Marxist Humanism**  
The course aims at introducing the student to the way in which the problem of man is set up and resolved in Marxist thought and praxis. It will study the way in which Marxism conceives, in theory and practice, a) the objective foundations of man's possibilities, b) the epistemological bases for the understanding of man and of human praxis, and c) the main thought categories and socio-political structures through which a human and humanizing praxis can be realized. While based on the texts of the founders of Marxism, the course will also trace the main variations which have developed in Marxism throughout its history and which are

\* Unless indicated in parenthesis following the course number, each entry is a Full Course valued at 3 or 4 quarter hours credit.

relevant in the present situation in Europe, Asia, Latin America and Africa.

Fornasari MWF 11-11:50 Fall

**LSTC E-435**

**Christianity and Capitalism**

This course will first trace the historical relation between the Christian faith and the development of capitalism. It will then move toward contemporary interpretations—both positive and negative—of modern capitalism, and conclude with a critique dealing with this question: How compatible is the Christian ethic with the capitalist system?

Benne MW 1:30-2:45 Fall

**DIT M-507 (2 QH each quarter)**

**Pastoral Care to the Imprisoned**

Supervised ministry to the imprisoned. Offered in response to student interest.

Kennedy TBAr Fall/Winter/Spring

**DIT M-508 (2 QH each quarter)**

**The Minister as Advocate for the Poor**

In this course the student-minister is placed as a paralegal aid at the Mid-South Office in south Chicago. After an initial period of training in welfare and tenant-landlord law procedures, he would begin interviewing and working with people eligible for government-entitled mandatory public assistance. Besides interviewing, the student would deal with the Department of Public Aid, and represent the poor at administrative hearings. On-the-job supervision is provided weekly by a supervising attorney, and the student also participates in theological reflection sessions weekly. Placement in Latino communities is available.

Kennedy TBAr Fall/Winter/Spring

**CCTSI-520 (1 full course each quarter)**

**Social Transformation: Intensive Unit I**

This course aims to assist students to develop an understanding of the interrelationships between Christian faith and the ministry of social transformation, between social scientific disciplines and the strategy and tactics of social action, and to become insightful and responsible participants in ministries of social change within church and community. For remainder of course description consult pp. 17 - 19.

Dudley/Durham Fall/Winter

Pawlikowski/Tuite F 9-12  
plus Field Experiences

**WINTER**

**MTS H-312**

**Critical History of the Spanish Bible**

This course will examine the historical development as well as critical studies in the translation of the Spanish Bible from the original languages.

Jorge González March 13-17, TBAr Winter

**CTU T-448**

**Third World and Theology of Liberation**

After locating the theology of liberation within the broader framework of the task of theology, the course will explore in depth the various dimensions of liberation theology with particular reference to the "Third World."

Fuellenbach MW 2-3:15 Winter

**LSTC T-456**

**Liberation Theology**

This course aims to analyze the nature, function, and method of liberation theology in order that the student may become aware of its potential as serious theological discourse comparable to other classical theologies. Attention is given to some of the main theological issues and problems which can be anticipated in the study of liberation theology.

Pero TTh 10:45-12 Winter

**CTU T-445**

**Theology of the Church**

A study of the origins of the Church; the relation of the Kingdom to the Church; the basic images and themes in Scripture and tradition; the development of ecclesiastical office; and the relation of the Church to the world, especially in relation to the socio-political situation of "Third World" countries.

Fuellenbach MWF 12-12:50 Winter

**CTU T-505**

**Constructing Local Theologies**

A seminar geared to investigating how Christian theological themes are developed in varying situations, particularly those not part of mainstream Western culture. Students will be asked to choose a certain situation (e.g., Latino, Black, African, Japanese) and engage in reconstructing some theological themes based upon their own background in the Western Christian tradition and on experience or guided reading in the particular cultural situation. Prior consent of instructor required for admission.

Schreiter Tu 7-9:30 pm Winter



**NBTS M-462****Hispanic Ministry**

The course will focus on the special concerns and issues of Hispanic ministry, particularly in an urban setting.

TBA n M 7-9:30 pm Winter

**MTS M-419****From Text to Sermon**

An exegesis course with emphasis on preaching. Review of the text will help the student in preparation and preaching in the context of an Hispanic congregation. Text for 1977-78 to be selected. The course will be offered in Spanish and English. If all students are Spanish-speaking, the course will be taught in Spanish. Armendáriz. F 2-5 Winter

**LSTC M-467****Global Consciousness and Religious Education**

A careful study and evaluation of a pedagogical process by which a person or a people gain a new awareness of their own reality, the forces which objectify and oppress them within that reality, and the potentiality for becoming the subjects of their own liberation (redemption) as well as becoming the agents of change for religious education.

Pero MW 1:30-2:45 Winter

**DIT M-311 (2 QH each quarter)****Pastoral Care of the Disadvantaged**

Varied experience in helping activities as sponsored by social and community organizations in the Chicago area. Full working day, once each week, in centers participating in care offered varied ethnic groups living in disadvantaged circumstances. Guidance in work with youth, adults, aged, given by agencies' staff personnel. Reports and supervisory seminar at De Andreis once each week.

Kennedy Th 9:10-10:10 Winter/Spring

**DIT M-507 (2 QH each quarter)****Pastoral Care to the Imprisoned**

For course description consult Fall Quarter offerings.

Kennedy TBA r Fall/Winter/Spring

**DIT M-509 (2 QH each quarter)****The Minister as Advocate for the Poor**

For course description consult Fall Quarter offerings.

Kennedy TBA r Fall/Winter/Spring

**JSTC H-418****History of Christian Spirituality: 16th Century Spanish Mystics**

A study of the spiritual theologies of Teresa of Avila and John of the Cross, through lectures, readings, and discussions of selected writings, e.g., the *Autobiography*, *Way of Perfection*, and *Interior Castle* of Teresa of Avila; selections from *The Ascent of Mount Carmel* and *The Dark Night* of John of the Cross. Final paper and written or oral examination.

Montague Th 3:30-5:30 Spring

**MTS T-315****Hispanic-American Cultural Resources for Theological Reflection**

Recent writings by Hispanic authors offer cultural resources for theological reflection. Selected sources will be examined for the purpose of gleaning those contributions which lend themselves to such reflections.

Armendáriz F 9-12 Spring

**MTS T-436****Karl Marx and Christian Theology**

This course is designed to familiarize the student with the basic work and concept of Karl Marx. Particular attention will be given to his concepts on alienation, social change, historical materialism, ideology, and his understanding of the nature and meaning of religion as well as the influence of Marx in Latin American Theology of Liberation.

García M 2-5 Spring

**DIT E-443****Social Justice**

The course will consider the social mission of the Church in the world. It will set the modern horizon via an analysis of the Enlightenment, Marxism, capitalism, and secularism. Development of papal social teaching will be examined. Political theology, Liberation theology, and Theology of the Cross will be used to focus the question of the Church's social mission.

Minogue MWF 10:10-11 Spring

**LSTC W-417****America in Third World Perspective**

Frustrations with health care, a crisis in educational systems, the slow pace of women's liberation, questions about the meaning of work, and the role of religion in society and culture: these are vital areas of concern in America and throughout the world. Using a comparative method, the course will examine approaches to these five problems in Third

World countries with different social systems — People's Republic of China, Tanzania, and Cuba — in order to gain perspective for dealing with the same problems in America.

Scherer MW 1:30-2:45 *Spring*

**CCTS M-409 (2 QH)**

**Church Strategies for Changing Communities**

In metropolitan America, almost every community is in transition, from the racial changes in the center of the cities to the rural-suburban transition on the growing edge, including all the aging of communities in between. The course will study cases and visit places of transition to determine the causes and patterns of changing communities. Special attention will be given to the positive role of the church in community change and to the negative consequences of indecision in the midst of change. Open to pastors and laypersons as well as students.

Dudley/Bridges Tu 4-6 *Spring*

**DIT M-312 (2 QH each quarter)**

**Pastoral Care of the Disadvantaged**

For course description consult Winter Quarter offerings.

Kennedy TBAr *Winter/Spring*

**DIT M-507 (2 QH each quarter)**

**Pastoral Care to the Imprisoned**

For course description consult Fall Quarter offerings.

Kennedy TBAr *Fall/Winter/Spring*

**DIT M-510 (2 QH each quarter)**

**Minister as Advocate for the Poor**

For course description consult Fall Quarter offerings.

Kennedy TBAr *Fall/Winter/Spring*

**CCTS I-560 (2 or 3 full courses)**

**Cross Cultural Communication: Intensive Unit I**

The Intensive Unit has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural environment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own. At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry. For remainder of course description consult pp. 21 - 24.

Armendáriz/Barbour/Boberg/Pero *Spring*  
M 9-3, W 3:30-9:30 pm



# COURSES OF STUDY

## I. BIBLICAL STUDIES

### A. OLD TESTAMENT

#### BTS/NBTS B-323

##### Old Testament Introduction I: History and Archaeology

A study of the history of Israel from 2000-65 BC with special emphasis on major events. The importance of archaeological discoveries is investigated. Students will be required to read from a good translation, Genesis — II Kings.

Bjornard/Roop MWF 10:30-11:20 *Fall*

#### BTS/NBTS B-324

##### Old Testament Introduction II: Literature

A study to recognize and understand the basic disciplines of Old Testament interpretation, and to exegete selected Old Testament passages according to a recognized methodology. Students will be requested to read all poetic and prophetic books of the Old Testament.

Bjornard/Roop MWF 10:30-11:20 *Winter*

#### BTS/NBTS B-325

##### Old Testament Theology

A study of the origin and development of principal teachings of the Old Testament, as it is inspired by Divine revelation in the context of surrounding cultures and religions.

Bjornard/Roop MWF 10:30-11:20 *Spring*

#### CTS CH-301

##### The People and Faith of Israel I

An introduction for beginning students to the problems of the historical and theological interpretation of the Old Testament against the background of the development of historical critical methods of biblical study.

Lacocque MWF 9-9:50 *Winter*

#### CTU B-300

##### Old Testament Introduction

The books and religious traditions of the Old Testament are studied against their historical and cultural background, primarily for their own sake but also for their religious and pastoral implications. Students will demonstrate an ability to interpret and explain major traditions and literary types. The course is designed not only to prepare for further in-depth study of the Bible but also to enrich high school teachers and adult discussion leaders.

Spilly MWF 10-10:50 *Fall*

Spilly M 7-9:30 pm *Fall*

#### DIT B-341

##### General Introduction to Scripture

This course explains the theological understanding of inspiration, canonicity, and magisterium in regard to the Bible as they emerge from the Scriptures themselves. It studies also the history of the text, translations, archaeology, biblical geography and the history of exegesis. This course also explains some preliminary notions about methodologies. Book reports and an examination are required.

Fischer/Walsh MWF 8:10-9 *Fall*

#### JSTC B-300

##### Old Testament Theology I: Study in the Tetrateuch, the Deuteronomistic History and the Work of the Chronicler

A survey of the biblical literature focusing upon the message of the texts in terms of faith responses to specific religious and cultural crises. Attention will be given to the development of a responsible exegetical methodology and to the relevance of the material for ministry.

Kenik TTh 9-10:15 *Fall*

#### JSTC B-302

##### Old Testament Theology II: Study in Prophets, Psalms, and Wisdom

A survey of the poetic literature, focusing upon the prophetic tradition in Israel's faith and upon Israel's faith response in liturgy and in life. Attention will be given to questions of methodology in dealing with various literary forms, to theological content, and to the significance of these biblical models for ministry.

Kenik TTh 9-10:15 *Winter*

#### LSTC B-310

##### Old Testament Studies I

Introduction to the Pentateuch and survey of Israel's history through the United Monarchy, with particular attention given to the problems of Exodus and Conquest.

Fuerst *Fall*

MWF 9-9:50 (plus 1 of 4 sections)

#### LSTC B-311

##### Old Testament Studies II

A study of the prophetic movement from Elijah to the post-exilic prophets and the beginning of

eschatology and apocalypticism in the Old Testament.

Michel Winter  
TTh 8:30-9:45 (plus 1 of 4 sections)

**LSTC B-312**

**Old Testament Studies III**

A survey course covering the biblical books other than the Pentateuch and the Prophets; the Intertestamental literature; Old Testament Hermeneutics; and a brief introduction to the Talmud.

Michel Spring  
TTh 8:30-9:45 (plus 1 of 4 sections)

**MTS B-301**

**The Yahwist Revolution: Introduction to the Old Testament**

Introduction to Israel's antecedents, birth as a people, and early life as a nation, focusing on Genesis - I Samuel. Attention is given to appropriate critical methods for general Old Testament study, and to the content and theology of Israel's early epic-traditions and law.

Campbell TTh 11-1 Fall

**MTS B-312**

**From David to Daniel: History, Literature, Theological Ferment**

A study of the Israelite and Jewish literature from II Samuel to I Maccabees, giving in-depth attention to representatives of each canonical division and literary category. Prerequisite: The course presupposes familiarity with critical method as acquired in Yahwist Revolution or its equivalent.

Campbell TTh 11-1 Winter

**MTS H-312**

**Critical History of the Spanish Bible**

For course description consult Historical Studies: Modern offerings.

Jorge González Mar. 13-17, TBA Winter

**CTU I-315**

**Interpretation and Ministry**

For course description consult Interdisciplinary/ Integrative Studies offerings.

Osiek/Schreiter MW 12-1:15 Spring  
Osiek/Schreiter MW 2-3:15 Spring

**DIT B-442**

**Old Testament Survey I**

This course (the first of a two quarter sequence) begins the survey of the history and theology of the books of the Old Testament. An historical framework is offered within which the books of the Old Testament are considered within their

**Biblical Studies: Old Testament**

literary categories. A synthesis of the theology of the Old Testament is attempted. Emphasis is placed on methodologies of interpreting the literary genres. Book reports and a scholarly paper are required. Opportunity will be provided for some students to translate their academic work into popular communication by participation in lay discussion groups as an alternative to the scholarly paper. Prerequisite: DIT B-341 or equivalent.

Fischer MWF 9:10-10 Winter

**DIT B-443**

**Old Testament Survey II**

This course continues the work of DIT B-442. Prerequisites: DIT B-341 and B-442 or equivalent.

Fischer MWF 8:10-9 Spring

**CTU B-400**

**Pentateuch**

Pentateuchal traditions, including the primeval history, patriarchs, Exodus, Sinai and wilderness wanderings, are studied in the context of their literary origins and development and in the light of their importance for Old Testament religion and theology. Emphasis will be on the analysis of select passages and their applicability to contemporary doctrinal, ethical or pastoral questions.

Spilly M 7-9:30 pm Winter  
Spilly TTh 12-1:15 Winter

**MTS B-441**

**Exodus**

A study of the Book of Exodus, with special attention to (1) the relation between narrative and legal forms in the book, and (2) the relations between archaeology, history, and biblical theology for understanding the book and its impact. Hebrew is not required, but opportunity will be provided for its use.

Boling MW 11-1 Spring

**CCTS B-401**

**The Book of Psalms**

Select psalms will be studied from each literary or liturgical category with a view to their language and form, theology and devotion. Their lasting worth to Israel, the New Testament church and to us will be explored. Initial session at NBTS.

Bjornard/Stuhlmüller Th 2-4:30 Spring

**CTU B-420**

**Psalms**

Select psalms will be studied from each literary or liturgical category for an analysis of their language, form and theology. Their lasting worth





## Biblical Studies: Old Testament

to Israel, to the New Testament church and to us will be explored. Helpful for students of liturgy and spirituality or for a review of Old Testament religion.

StuhlmueLLer MW 2-3:15 *Spring*

### MTS B-444

#### Psalms

A study of the songs of the Psalter, with special attention to their formal characteristics, their societal origins, and their significance for the development of biblical theological perspectives. Knowledge of Hebrew will be useful but is not required. May be augmented for Th.M. purposes.

Boling W 7-10 pm *Fall*

### CTU B-425

#### Wisdom Literature

Primary focus will be on such perennial themes as creation, suffering, birth and death, retribution and immortality in Job, Proverbs, Ecclesiastes, Sirach, and the Wisdom of Solomon. Wisdom theology with its emphasis on human behavior will be compared with other theologies found in the Old Testament. Attention will be given to the applicability of this theology to contemporary human development and pastoral ministry.

Spilly MWF 11-11:50 *Spring*

### NBTS B-422

#### The Book of Isaiah 1-39

This book will be studied attempting to establish its historical setting, the personality of the author, the structure and the form of the text, as well as the content and theology of the books. Prerequisite: NBTS Old Testament I, II and Theology or equivalent.

Bjornard MWF 2:10-3 *Fall*

### NBTS B-423

#### The Book of Isaiah 40-66

This book will be studied attempting to establish its historical setting, the personality of the author, the structure and the form of the text, as well as the content and theology of the book. Prerequisite: Old Testament I, II and Theology or equivalent.

Bjornard MWF 2:10-3 *Winter*

### CTS CH-410

#### Exegesis of the Old Testament II

An exegetical study of an Old Testament book or part thereof. The knowledge of Hebrew is not prerequisite, but reference is made in an understandable way to the original terminology of

the text under consideration. In 1978, Isaiah 56-66.

Lacocque MW 10:30-12 *Winter*

### JSTC B-401

#### Pre-exilic Prophets and Social Concerns

A consideration of the social dimension of ministry as this is modeled in the prophets Amos, Hosea, Isaiah, and Micah, and embraced in the social teachings of the Church. The discussions on the stance of ministry today will be focused in the context of the prophetic teaching and the prophetic mission.

Kenik/Tuite TTh 1-2:15 *Winter*

### BTS B-427

#### Jeremiah

A study of the book which stands between the times of reformation and defeat, of rebirth and decay, and of judgment and hope. The following topics will be examined: prophet and institution; a theology of failure; the community in exile; prophetic lament and prayer; the enemy; the true and false prophet; and the hope of the New Covenant.

Roop Th 7-9:30 pm *Spring*

### MTS B-417

#### Jeremiah

A exegetical and theological inquiry into the book of the Judean agonizing prophet of Jerusalem, 626-582 B.C. Knowledge of Hebrew will be useful but is not required. May be augmented for Th.M. purposes.

Campbell Tu 7-10 pm *Winter*

### JSTC B-402

#### Theology for Exiles

An exploration of the responses of the Israelite community to the crisis of faith in face of the Babylonian exile as this is expressed in Jeremiah, Lamentations, DTR, 'P', Ezekiel, II Isaiah and Job. Basic to the discussions will be a consideration of the viability of these responses for contemporary situations of exile.

Kenik MTh 2-3:15 *Fall*

### CTU B-415

#### Evolving Forms of Prophecy in Later Israel

Key passages from Ezekiel, Deutero-Isaiah and some post-exilic prophets will be studied within the context of ancient Israel and for their value in struggling with traditions and adapting them to new theological or pastoral situations. Important for appreciating the Old Testament basis of priesthood and church, suffering, redemption and re-creation.

StuhlmueLLer Tu 7-9:30 pm *Fall*

**CTU B-495****Bible Exegeted and Preached: Prophecy**

Key passages from Ezekiel and Deutero-Isaiah will be analyzed to appreciate the role of these prophets during the transitional age of the exile and to bring their challenge into the preaching ministry of the Church. One-half of the time will be given to student preaching of three biblical homilies based on the texts under discussion. Some lab session outside of class will be required. Limited to 15 students, preferably with background in public speaking. With approval of professors. (May be applicable to CTU preaching requirement)

Baumer/Stuhlmüller TTh 12-1:15 *Fall*

**JSTC B-403****Biblical Themes: Creation vs. Salvation**

An exploration of creation theology as this pervades the Old Testament and in contrast to salvation theology. Consideration will be given to the dignity of the human person, one's creaturehood and relationship with the Creator, one's freedom and responsibility within the order of creation.

Kenik MTh 2-3:15 *Spring*

**CTU B-470****Priesthood and Religious Leadership**

Origins and evolution of the models of religious leadership in ancient Judaism (charismatic, prophetic, priestly, sapiential and royal) and in early Christianity (apostolic, prophetic, charismatic and presbyteral). Analysis of the interplay of charism and office. The significance of these models for the Church of today and tomorrow.

Osiek/Stuhlmüller Tu 7-9:30 pm *Winter*

**CTU B-490****Biblical Foundations of Mission**

The attitude of the Bible towards the outside world will be investigated for direction in the world mission of the Church today. In the Old Testament special attention will be devoted to the cultural and moral interdependency of Israel with the nations as well as to such motifs as election, universal salvation and monotheism. New Testament study will focus on the mission of Jesus and its interpretation in the theologies of select Gospels, Pauline Letters and other New Testament writings.

Senior/Stuhlmüller MW2-3:15 *Fall*

**MTS B-471****The Archaeology of Palestine and the Bible**

An exploration of the findings of archaeology in

**Biblical Studies: Old Testament**

Palestine as they pertain to the Bible. Attention is given to the inter-relationship of archaeology, history and Old Testament religion. Prerequisite: MTS B-301 and/or B-302 or equivalent.

Campbell M 7-10 pm *Spring*

**DIT B-501****Models of Biblical Interpretation**

An attempt to put contemporary biblical interpretation in historical perspective: examines the hermeneutics of the early Church (use of OT in the NT, midrashic tendencies), patristic use of the Scriptures, the impact of modern criticism on the traditional interpretation, contemporary trends. Lecture, discussion, and student presentations. Offered in response to student interest.

Walsh TBAr *Winter*

**LSTC B-500****Old Testament Pericopes**

The practice of completing exegetical work before teaching or preparing a sermon on a biblical text is a lifelong and sacred obligation. This seminar provides an opportunity to sharpen the skills necessary for textual criticism and literary, historical, theological and hermeneutical analysis, with or without a knowledge of Hebrew. The pericopes will be chosen from the new lectionary. Prerequisite: LSTC B-310 and B-311 or equivalent.

Michel TTh 10:45-12 *Fall*

**DIT B-517****The Psalms in the Cultic Tradition of the Bible**

This course studies the cultic tradition in the Bible from the Priestly Tradition to the liturgical influences in the New Testament. Major attention is paid to the Psalms as an expression of Israel's cult and as influencing Christian worship. Individual Psalms are studied from the standpoint of literary form and content. Their place and use in the cultic life of Israel is investigated. A synthesis of the principal theological axes is developed during the course. A final section deals with the use of the Psalms in the liturgical service of the Christian Church. Book reports are required, as is a scholarly paper or participation in a discussion group with laymen. Prerequisites: DIT B-341 or equivalent and survey courses in Old Testament.

Fischer TBAr *Spring*

**DIT B-546****The Wisdom Tradition**

A study of the historical origins of the Wisdom Tradition, the literary forms employed, and the development of this tradition in both the Old

**B**



## Biblical Studies: New Testament

Testament and the New Testament. Attention will be paid to the main theological axes. Prerequisites: DIT B-341 or equivalent and survey courses in Old Testament and New Testament. Offered in response to student interest.

Fischer TBAr Winter

### LSTC B-512

#### Studies in Jeremiah

Consideration of the contents and message of the book, with attention given to critical problems and issues affecting Old Testament prophecy in general. Prerequisite: LSTC B-310 and B-311 or equivalent.

Fuerst TTh 8:30-9:45 Spring

### CTU B-518

#### Intertestamental Literature

A seminar on Jewish literature from the Maccabean period to the Bar Kochba revolt. Emphasis will be placed on apocalyptic literature and the Dead Sea Scrolls as well as on the importance of these writings for understanding Christian origins and the development of the New Testament. Reading of primary sources in translation and discussion of them in their historical, cultural, and religious context. Admission by approval of instructor.

Spilly W 7-9:30 pm Spring

### DIT B-541 (2 or 3 QH)

#### The Bible and Ethics

A seminar examining the biblical basis of ethical studies. The course will investigate two foci: the legal tradition and the wisdom tradition. Materials will be taken from both the Old Testament and the New Testament. Prerequisites: DIT B-442, 443; B-450, 451; B-417 or similar courses.

Fischer TBAr Fall

### DIT B-590 (2 or 3 QH)

#### Special Topics

Tutorials in various biblical topics are offered from time to time in response to student interest. They will be noted as they are taught under this number. Contact Professor for subject.

Fischer/Walsh TBAr TBAr

### LSTC B-601

#### Graduate Biblical Seminar

Graduate students in the biblical field will make presentations based on their specialized interests and scholarly research. The method of the seminar will be to distribute, discuss and critically examine the papers of class participants. (For post-M.Div. students. Admission

of others by approval of instructor.)

Fuerst Th 2-4:30 Winter

### LSTC B-610

#### Studies in Job

The course will provide an opportunity (1) to study the book of Job in the light of the most recent insights into Hebrew poetry which have been gained from the study of Northwest Semitic languages and literatures, especially from the Ugaritic mythological and epic materials, and (2) to strive for an understanding of the content, meaning and importance of Job as a part of the Hebrew Bible. (For post-M.Div. students. Admission of others by approval of instructor.)

Michel TTh 12:30-1:45 Spring

### MTS B-609

#### Person and People in the Old Testament

Ancient Israel's formative times were alive with new perspectives on the individual person in societal situations. Human beings bound themselves to God and to one another, praised and complained, expressed joy and sorrow, in revolutionary circumstances. The focus in this course will be on what contemporary ministry—also in revolutionary times—can receive as resources from the persons and the peoplehood of the Old Testament.

Campbell Jan. 9-13, TBAr Winter

### MTS B-607

#### Preaching from the Old Testament

This course centers in five days of intensive work preceded by reading and preaching, followed by preaching with evaluation in dialogue. The course is designed to serve both theoretical and practical needs, with special attention to resources for Old Testament exegesis and interpretation in preaching.

Boling July 11-15, TBAr Summer

## B. NEW TESTAMENT

### BTS B-330

#### Introduction to the New Testament

This course is designed to give the student an introduction to the life, times, and message of the New Testament as the basis for further study and use. The total range of backgrounds, context, text, canon, history of interpretation, and translation of the New Testament will come under study.

Snyder MWF 10:30-11:20 Spring

## Biblical Studies: New Testament

**B**

### CTS CH- 321

#### The Synoptic Gospels

A study of the thought of the authors of the Gospels and of the oral traditions which they used. An attempt will be made to discover which traditions give evidence of the authentic historical ministry of Jesus.

Scroggs TTh 10:30-12 *Spring*

### CTS CH-322

#### Beginnings of Christian Theology

A study of the history and thought of early Christianity from the emergence of the resurrection faith to the early decades of the Second Century.

Scroggs WF 1:30-3 *Fall*

### CTU B-305

#### New Testament Introduction

The writings of the New Testament will be presented in their historical, cultural, religious and sociological context. Introduction to the methodological tools employed in New Testament research and to the diverse theologies that comprise the New Testament witness to Jesus of Nazareth. Especially designed for those beginning a program of theological study or for those seeking a foundational knowledge of the New Testament for personal or professional enrichment.

Senior M 7-9:30 pm *Winter*  
Osiek MW 2-3:15 *Winter*

### JSTC B-307

#### Pauline Writings

Paul will be studied as a model of ministry: personality, cultural background, call and mission, strategy with the Corinthians. Each of his writings will be viewed in its historical setting and background. Key concepts of Pauline theology will be explored: death and resurrection, body of Christ, salvation history, law and freedom, justification. Format will include lectures, readings, discussion and short written assignments.

Thompson MTh 2-3:15 *Fall*

### JSTC B-304

#### The Gospel according to Mark

The course will first examine the background of the gospel in the historical life of Jesus and the development of early Christian traditions. Special attention will be given to the geography of Palestine, to the historical circumstances which surrounded the development of the gospel, to the quest for the historical Jesus as well as to the various modes of traditional trans-

mission and development. The Gospel according to Mark will then be presented as a literary, theological and pastoral response to the needs of the Markan community. Individual pericopes will be studied in themselves as well as in relation to the gospel's over-all context. Finally, the gospel will be viewed in light of the needs of the Church today. Format will include lectures, discussion, readings and short written assignments.

LaVerdiere TTh 10:30-11:45 *Winter*

### JSTC B-303

#### Matthew and Luke

An introduction to the creative interpretations of the gospel of Jesus provided by Matthew and Luke. It will explore the basic structure, movement, theology and pastoral intent of these writings. Emphasis will be placed on these writings as dramatic narrative, thereby enabling the students to move through a critical study to a post-critical religious appreciation. Correlations will be made with our present experience, and the implications of such correlations for ministry will be explored. Prerequisite: JSTC B-304 or equivalent. Format will include lectures, readings, personal reflection, discussion and short written assignments.

La Verdiere/Thompson TTh 10:30-11:45 *Spring*

### LSTC B-330

#### Survey of Biblical Studies

This course is intended for students needing a basic introduction to the Bible and its content. Reading of the Bible will be supplemented with information on biblical times, geography and history.

Norquist TTh 8:30-9:45 *Fall*

### LSTC B-331

#### Gospel Tradition

A study of the history of Gospel interpretation and the various strata underlying the present Gospel tradition. Development of critical method of Gospel studies and review of problems in contemporary Gospel research.

Vööbus MWF 11-11:50 *Winter*

### LSTC B-332

#### Pauline Tradition

A study of the composition and content of the genuine Pauline epistles, placing them within their historical setting. Basic theological and ethical themes of Paul will be investigated.

Norquist TTh 10:45-12 *Spring*



## Biblical Studies: New Testament

### MTS B-302

#### Jesus

Introduction to the life and teaching of Jesus as determined by modern scholarship. Special attention to methods of analysis. Recommended as a first course in the New Testament.

Collins/Reeves MW 2-3:50 *Winter*

### MTS B-313

#### Paul

Introduction to the generative insights of Paul, his letters and the historical contexts of the letters.

Hilgert M 7-10 pm *Fall*

### NBTS B-331

#### New Testament Studies I: Gospels

This course is designed to provide a basis on which continued and deepening fruitful study of the New Testament can be built. It introduces students to the context and content of these major New Testament documents, as well as to the methodological issues involved in their study and their major theological themes.

Brauch MWF 11:30-12:20 *Fall*

### NBTS B-332

#### New Testament Studies II: Acts/Pauline Epistles

This course is designed to provide a basis on which continued and deepening fruitful study of the New Testament can be built. It introduces students to the context and content of these major New Testament documents, as well as to the methodological issues involved in their study and their major theological themes.

Borchert TTh 8-9:20 *Spring*

### BTS B-332

#### New Testament Theology

A study of the various theologies of the New Testament with special emphasis on Paul and John. The course is also designed to demonstrate the role of the books of the New Testament in the several theological traditions.

Snyder WF 8-9:20 *Fall*

### JSTC B-301

#### Religious Experience in the Gospel of John

We will actively listen to the gospel of John, correlating what we hear with our own experience and that of others and reflecting on what implications this correlation might have for our ministry. We will study the process by which Jesus reveals himself to men and women and their responses as models of faith and unbelief, how Jesus reveals himself as the replacement of the principal Jewish feasts, the

themes of light/darkness and death/life, and the Johannine portrayal of the Last Supper, the passion, death and resurrection. Students need not have had courses in Scripture, but will be expected to do assigned readings, personal reflection, active participation in discussion and short written assignments.

Thompson M 7-9:30 pm *Winter*

### MTS H-312

#### Critical History of the Spanish Bible

For course description consult Historical Studies: Modern offerings.

Jorge González March 13-17, TBA *Winter*

### CTU I-315

#### Interpretation and Ministry

For course description consult Interdisciplinary/Integrative Studies offerings.

Osiek/Schreiter MW 12-1:15 *Spring*

Osiek/Schreiter MW 2-3:15 *Spring*

### DIT B-450

#### Gospel Literature I

This course surveys the content of Mark and Matthew. It also illustrates the methodologies of biblical exegesis with special emphasis on the basics of methodology and then on Form Criticism. Book reports and a scholarly paper are required. In place of the paper some students are offered an opportunity of translating academic work into popular communication by participation in lay discussion groups. Prerequisites: DIT B-341 or equivalent.

Walsh MWF 8:10-9 *Winter*

### DIT B-451

#### Gospel Literature II

This course surveys the content of Luke and John. It also aids the student to improve his use of methodologies of biblical exegesis, including Redaction Criticism and Wisdom Methodology. Requirements are the same as for DIT B-450. Prerequisites: DIT B-341 and B-450 or equivalent.

Walsh MWF 9:10-10 *Spring*

### CTU B-430

#### The Gospel According to Matthew

A study of the content, structure, and major motifs of the Gospel of Matthew. Particular attention will be given to the evangelist's role as an interpreter of tradition and history for a community in transition. The course will consider the theological and ministerial relevance of Matthew's message for such questions as Church authority and ethics.

Senior MW 2-3:15 *Winter*

**CTU B-435****The Gospel According to Luke**

An analysis of the entire Gospel and its major theological themes. Particular attention will be given to the evangelist's role as interpreter of the Jesus tradition for a missionary community. The course will consider the theological and ministerial relevance of Luke's message for such questions as poor and rich, church leadership, and prayer.

Karris TTh 9-10:15 *Spring*

**CTU B-440****The Gospel According to John**

The gospel will be studied according to its distinctive style and theology, its overall structure and content. Key sections will be used to highlight such major Johannine motifs as religious symbolism, sacraments, community and spirituality.

Karris MWF 12-12:50 *Fall*  
Senior Tu 7-9:30 pm *Spring*

**MTS B-401****The Gospel of John**

An exegesis course, with attention to the book's literary problems, its affinities with Hellenistic and Jewish traditions, its place in the developing thought of the early Church and the significance of its symbolic language and theology for the Christian faith today.

Collins MW 6-8 pm *Spring*

**NBTS B-470****Gospel of John**

Consists of: a study of historical critical issues raised by the Gospel; its purpose, structure and key themes; and an examination of representative texts with a view to understanding the major theological concerns and challenge of the Gospel. The final purpose is the discovery of the impact of the Johannine understanding of Jesus for Christian faith and ministry. (Prerequisite: New Testament core courses)

Borchert TTh 8-9:20 *Winter*

**CTS CH-424****The Theology of John**

A study of the thought of the most radical thinker of the New Testament, through a study of the "plot" of the Gospel.

Scroggs WF 3:30-5 *Winter*

**MTS B-402****The Acts of the Apostles**

An exegesis course. Some of the themes with which the course will be concerned: How does Luke mold together tradition, history and his

**Biblical Studies: New Testament**

own original composition to reflect a developing theology and mission in the first century? What contributions does he himself make to the early church's understanding of itself? What can this mean for Christians today?

Hilgert MW 2-4 *Spring*

**CTU B-452****Pauline Theology and Writings**

The life and thought of Paul in his cultural and theological setting. Study of such Pauline motifs as law and freedom, charism and Spirit, death and resurrection, Church and apostleship — and their import for the contemporary church.

Osiek TTh 10:30-11:45 *Fall*  
Karris MWF 9-9:50 *Winter*

**DIT B-415****Selected Pauline Epistles**

This course attempts to give a survey of Pauline Epistles within an historical context. Special attention will be paid to I Cor., Rom., and Eph. Emphasis will be placed on the literary form of Pauline Epistles and the development of a methodology for interpreting the Epistles. Book reports and a scholarly paper are required. As an alternative to the paper, opportunity will be offered to some students for translating their academic work into popular communication by participation in lay discussion groups. Prerequisites: DIT B-341 or equivalent.

Fischer/Walsh MWF 10:10-11 *Winter*

**BTS B-434****First and Second Corinthians**

Selections from the Corinthian correspondence in order to study the life and faith of Paul and the nature of the apostolic church, as such a study relates to the church of the twentieth century.

Snyder MWF 10:30-11:20 *Winter*

**NBTS B-437****Greek Exegesis, Ephesians**

A study of the book of Ephesians using the Greek text. (Prerequisite: NBTS N.T. Studies I, II, III, or equivalent and/or one year beginning Greek.)

Brauch Th 9:30-12 *Winter*

**BTS B-413****Greek Exegesis: James**

A study of the book of James according to the Greek text. Prerequisites: Elements of New Testament Greek and the Greek of the New Testament or equivalent.

Horning W 3-5:30 *Fall*

**B**



## Biblical Studies: New Testament

### MTS B-417

#### Revelation of John

An exegesis course. The history of interpretation will be reviewed briefly to highlight the basic exegetical options. The goal of the course is to understand the book in its historical context and to sense the universal significance of its mythic and symbolic language.

Collins F 9-12 Winter

### NBTS B-431

#### New Testament Theology

The goals of this course are: 1) to introduce important themes in N.T. theology; 2) to introduce major texts for understanding key themes in N.T. theology; 3) to provide models for exegeting N.T. texts; 4) to effect awareness of and acquaintance with significant literature in the field of N.T. theology. The focus throughout the course — in the treatment of themes and texts — is on the dynamic of "unity and diversity" in N.T. theology. Prerequisite: a basic course in N.T. Introduction.

Brauch MW 8-9:20 Fall

### CCTS B-411

#### Symbol and Myth in the Bible

Modern biblical studies, especially text-, source-, form- and redaction- criticism, have succeeded in expressing many historical and literary aspects of the Bible. But they have failed to express a religious appreciation of the text in its symbolic and mythological depths. In this course we will address this issue by critically examining the other major approaches to the Bible, by exploring fundamental experiences of appreciation in our culture, by interpreting biblical texts in post-critical religious fashion, by formulating the interpretative principles in practice. Students are expected to have completed basic 300-level courses in Bible and theology. Their responsibilities will include assigned readings, personal reflection, active participation in discussion and an original piece of work.

Reeves/W. Thompson TTh 10:45-12:30 Fall

### MTS B-410

#### New Testament Interpretation in the Hispanic Context

The themes and content of the New Testament as understood by Hispanic interpreters past and present. An approach with the needs of the Hispanic in mind.

Weiss M 7-10 pm Fall

### CTU I-439 (2 full courses)

#### Christology

For course description consult Interdisciplinary/ Integrative Studies offerings.

Schreiter/Senior TTh 10:30-11:45 Fall/Winter

### LSTC B-447

#### Salvation in the New Testament

The principal metaphors of redemption used in the New Testament are explored for their historical background and their use in various New Testament writings. Of particular concern is their significance for determining the nature of the early church and its life.

Norquist TTh 10:45-12 Winter

### LSTC B-442

#### Resurrection in the New Testament

This course consists of an exegetical study of the resurrection tradition in I Corinthians 15 and the resurrection narratives in the Gospels. Special attention is given to the question of the significance of the resurrection for Christian faith.

Norquist MWF 9-9:50 Spring

### LSTC B-443

#### Ethical Teachings of the Evangelists

A study of the conception of the Christian life according to the four evangelists, including both the approach of each of the evangelists to the question and their concrete directions for Christian behavior.

Norquist MWF 12-12:50 Fall

### CTS CH-437

#### The Social Reality of the Early Church

A study of the interpenetration of theology and the social milieu in the early church. Concentration will be placed upon the political, economic, and sociological situations which impinged upon Christian groups. Prerequisite: CTS CH-321 or equivalent.

Scroggs W 7-10 pm Spring

### CCTS I-425

#### Can the Church Be Christian?

For course description consult Interdisciplinary/ Integrative Studies offerings.

W. Thompson/Burkhart W 2-5 Winter

### CTU B-490

#### Biblical Foundations of Mission

For course description consult Old Testament offerings.

Senior/Stuhlmüller MW 2-3:15 Fall

**JSTC B-410****Ministries in the New Testament**

The course will examine the origins and development of ministries in light of the internal needs and of the external missionary expansion of the early Church. Special attention will be given to the role of the assembly and to the origins of the Eucharist in the shaping and the diversification of various roles of Christian leadership. Relevant texts from the New Testament, from other early Christian literature as well as from contemporary Jewish literature will provide the sources for this investigation. Format will include lectures, discussion, readings and short written assignments.

LaVerdiere W 2-5 *Fall*

**CTU B-470****Priesthood and Religious Leadership**

For course description consult Old Testament offerings.

Osiek/Stuhlmüller Tu 7-9:30 pm *Winter*

**MTS B-499 or 599****Independent Study**

Collins, Hilgert or Reeves *By arrangement*

**BTS B-532****Seminar on Interpretation of the New Testament**

The seminar will focus both on the ways the New Testament has been interpreted throughout the church's history and on developing a model of interpretation for the life of the church today. Special emphasis will be given to the correlation of historical-critical method with Bible study oriented to human transformation, personal and social. In the second half of the seminar, each participant will guide the group through the study of a particular New Testament text, in which she or he will demonstrate a workable model of interpretation. Prerequisite: Introduction to the New Testament and/or New Testament Theology. Enrollment limited to 10.

Gardner M 7-9:30 pm *Spring*

**LSTC B-537****The Gospel Pericopes**

Prerequisite: LSTC B-331 or equivalent.

Vööbus MWF 11-11:50 *Fall*

**NBTS B-560****Parables of Jesus**

A study of the parables in terms of the history of their interpretation, their place in the ministry of Jesus and their significance for the church. Prerequisite: New Testament core courses and at least one 400-level course.

Brauch MWF 11:30-12:20 *Winter*

**Biblical Studies: New Testament****CTU B-532****Faith and Suffering: The Gospel Accounts of the Death of Jesus**

This seminar will examine the Passion narratives in the four gospels to appreciate how each gospel community was able to reflect on the death of Jesus in the light of its traditions and faith experience. Participants in the seminar will use the skills of form and redaction criticism to analyze the gospel texts and to evaluate their potential for contemporary proclamation.

Senior TTh 12-1:15 *Spring*

**LSTC B-536****Kingdom of God in the Synoptic Gospels**

This course attempts to determine the meaning of the term Kingdom of God as it was used by Jesus and the synoptic evangelists. Its background in prophecy and apocalyptic is explored. The relationship of Kingdom of God to the church and to Christian living is investigated in some depth. Prerequisite: LSTC B-331 or equivalent.

Norquist MWF 9-9:50 *Winter*

**DIT B-552****Johannine Literature**

Selected passages for the Gospel of John and the Johannine Epistles. Attention will be given to problems of literary and theological background, to the literary structuring of the Johannine writings, and in particular to the theology that emerges from these writings.

Walsh TBAr *Fall*

**BTS B-531****Romans**

Extensive use will be made of the expanding body of literature devoted to the exposition of this epistle. Special studies will concentrate on major biblical and theological themes.

Wieand Th 8-10:30 *Fall*

**CTS CH-521****New Testament Seminar I: Paul's Epistle to the Romans**

An exegetical study of the major writing of the Apostle. Prerequisite: CTS CH-321 or equivalent.

Scroggs Tu 7-10 pm *Fall*

**DIT B-531 (2 or 3 QH)****The General Epistles**

A study of the Epistles which do not fall into the 'main lines' of the New Testament thought: 1 & 2 Peter, James, Jude, and Hebrews. Special attention will be given to the Old Testament interpretation and Christian theology in the



## Biblical Studies: Biblical Languages

Epistle to the Hebrews.

Walsh TBAr Spring

**CTUB B-599**

**MA Seminar: The Apocalypse**

The seminar will investigate the literary genre and socio-political context of the Apocalypse as well as its structure and theology. Particular emphasis will be given to the method used in studying apocalyptic literature. Prerequisites: New Testament Introduction and a working knowledge of New Testament Greek.

Karris/Senior/Spilly M 7-9:30 pm Spring

**DIT B-533 (2 QH)**

**Resurrection in New Testament**

A seminar focusing on the Resurrection tradition and its articulation in New Testament texts. Some attention is also given to contemporary Resurrection theology.

Walsh TBAr Winter

**CTS CH-522**

**New Testament Seminar II: New Testament Ethics**

A study of the different structures and contents of ethical positions in the early church. Prerequisite: CTS CH-321 or equivalent.

Scroggs Tu 7-10 pm Winter

**CTU B-576**

**The Ministry of Women in the Early Church**

For a fuller understanding of the Church and its total ministry, this course will explore the variety of roles exercised by women in the early Church from the Apostolic to the Constantinian Age, with special focus on the interpretation of Pauline passages about women and the impact of the texts of contemporary thinking regarding women in ministry. Critical analysis of texts by students will be stressed.

Osiek Th 2-4:30 Fall

**LSTC B-620**

**The Legacy of Bultmann**

A seminar which will investigate Bultmann's background and spiritual ancestry, his work in New Testament exegesis and theology, the controversies caused by his hermeneutic, the influence of his theology, and the present status of the most significant issues. For post-M.Div. students. Admission of others by approval of instructor.

Linss M 7-10 pm Fall

**LSTC B-601**

**Graduate Biblical Seminar**

For course description consult Old Testament

offerings.

Fuerst Th 2-4:30 Winter

**MTS B-612**

**Interpreting the New Testament for Persons and the Congregation**

Traditionally, the New Testament has been interpreted with the use of historical tools. This course is an attempt to bring a fresh approach to the New Testament. The significance of myth and symbol for disclosing the relation between a transcendental realm and human being will be developed. The primary texts will be I Corinthians and the Gospel of Mark.

Reeves May 17-21, TBAr Spring

## C. LANGUAGES

**BTS B-311A**

**Hebrew I**

The elementary aspects of Hebrew will be treated with the expectation that the student will gain knowledge of the strong verb and of the uses of the article, the adjective, the demonstratives, pronouns, and nouns. Exercises and readings will be based on biblical Hebrew taken from Genesis 1-3 with translation helps.

TBAr MWF 1:10-2 Fall

**BTS B-311B**

**Hebrew II**

Emphasis will be given to the weak verbs and the acquisition of a working vocabulary for reading Hebrew narrative.

TBAr MWF 1:10-2 Winter

**BTS B-311C**

**Hebrew III**

The concern of the course is to develop the skills of the student in Hebrew reading with supplementary work in Hebrew syntax.

TBAr MWF 1:10-2 Spring

**DIT B-301, 304, 307 (3 full courses)**

**Beginning, Intermediate and Advanced Hebrew**  
Staff TBAr Upon Request

**LSTC B-300**

**Elementary Hebrew I**

In this course the students will become familiar with the essential vocabulary used in biblical Hebrew and gain a working knowledge of Hebrew grammar, thus acquiring the fundamental exegetical tool for a first hand study and understanding of the Bible.

Michel TTh 12:30-1:45 Fall

## Biblical Studies: Judaic Studies

### MTS B-321, 322 (2 full courses)

#### Introduction to Hebrew Exegesis I, II

A non-divisible two quarter sequence involving the learning of the elements of Hebrew grammar on the basis of T. O. Lambdin's *Grammar*, followed by translation and exegesis of selected portions of the Hebrew Bible, primarily prose. Attention will be given to fundamentals of text criticism and general principles of biblical interpretation.

Boling	MTWTh 8-8:50	Winter
Boling	MTWTh 9-9:50	Spring

### LSTC B-200 (0 for LSTC, full course for others) New Testament Greek

A programmed study of the Greek of the New Testament, using the language lab and aiming at the utilizing of the language in exegesis.

Linss/Hall	MWF 8-8:50	Fall
------------	------------	------

### DIT B-322, 323 (2 full courses)

#### Beginning and Advanced Greek

Staff	TBAr	Winter/Spring
-------	------	---------------

### MTS B-324, 325 (2 full courses)

#### Introduction to New Testament Greek I, II

A non-divisible two quarter study of elementary Greek grammar, practice in translation, with introductory attention to exegesis.

Reeves	Fall/Winter
MTWTh 9-9:50 (section at 8-8:50 if nec.)	

### BTS/NBTS B-316A, B, C (3 full courses)

#### New Testament Greek

In this course the student acquires a knowledge of the elements of grammar, a working vocabulary, and skill in translation of the Greek New Testament. Selections from the Gospels, Acts, Paul and the General Epistles will be read.

TBAr	MWF 1:10-2	Fall/Winter/Spring
------	------------	--------------------

### MTS B-421

#### Intermediate New Testament Greek

Prerequisite: MTS B-324/325 or equivalent.

Reeves	By arrangement
--------	----------------

## D. JUDAIC STUDIES

### CTU E-489

#### Introduction to Jewish Ethics

For course description consult Ethical Studies offerings.

Pawlikowski	W 7-9:30 pm	Fall
-------------	-------------	------

### CTU B-518

#### Intertestamental Literature

For course description consult Old Testament offerings.

Spilly	W 7-9:30 pm	Spring
--------	-------------	--------

### CTU B-526

#### Rabbinic Judaism and the Early Church

Designed to deepen the student's understanding of the relationship of Christianity to rabbinic Judaism and to develop a capacity to interpret Jewish sources, this seminar will serve as an opportunity to examine the nature of rabbinic Judaism and the rabbinic mind through an exploration of pertinent talmudic and midrashic material.

Perelmuter	Th 2-4:30	Winter
------------	-----------	--------

### CTU B-520

#### Liturgy of the Synagogue I

The tri-partite course on the Liturgy of the Synagogue—over a two year period—surveys worship forms in the contemporary American Synagogue with special reference to the common thread and variations in the Jewish denominations: Orthodox, Conservative, and Reform. This first section deals with the weekly synagogue service.

Perelmuter	TBAr	Winter/Spring
------------	------	---------------

### CTU B-521

#### Liturgy of the Synagogue II

The liturgy of the High Holy Days: Rosh Hashanah, Yom Kippur, (Text: Agnon, *Days of Awe* (Shocken).

Perelmuter	TBAr	Winter/Spring
------------	------	---------------

### CTU B-522

#### Liturgy of the Synagogue III

Liturgy of the pilgrim festivals: Passover, Shabuoth (Pentecost), Sukkoth.

Perelmuter	TBAr	Winter/Spring
------------	------	---------------

### CTU B-529

#### Jewish Mysticism and Messianism

A close examination of the mystical substratum of Jewish historical and religious experience through an indepth study of the messianic movements in Judaism from the talmudic period up to and including the Sabbatai Sevi. This course will trace the stream of mystical thought and experience through the examination of pertinent historical texts and source material.

Perelmuter	Th 2-4:30	Spring
------------	-----------	--------

## II. HISTORICAL STUDIES

### A. GENERAL

### MTS H-303

#### Uses of the Christian Past

An inquiry into the role of historical understanding in establishing Christian identity in the present. Selected events and doctrines will be examined in order to discover what light can

B



## Historical Studies

be thrown on them by historical investigation. Recommended as a first course in church history.

Rigdon/Schafer MW 11-1 Winter

### **BTS H-349**

#### **Research Methods in Church History**

Practical training in research techniques and sharpening of the critical spirit through guidance on individual projects.

Wagner Th 9:30-12 Spring

### **MTS M-408**

#### **Teaching Church History in the Congregation**

For course description consult Ministry Studies: Religious Education offerings.

Priester/Schafer TTh 11-1 Winter

### **MTS H-499 or 599**

#### **Independent Study**

Rigdon or Schafer By Arrangement

### **DIT H-590 (2 or 3 QH)**

#### **Directed Readings in Church History**

Individual readings. Registration by special permission only.

Hartenbach TBAr TBAr

## **B. EARLY**

### **BTS H-341**

#### **Early Christianity: Clement to Constantine**

An historical study of the growth of early Christianity and the emergence of Catholic tradition. The formative period of the church will be studied in its political and cultural context through lectures, group discussions and audio-visual presentations.

Wagner WF 8-9:20 Fall

### **CTS CH-341**

#### **Christianity in the World: The History of the Christian People I**

This course, designed specifically for those who have had little or no church history, seeks to depict and interpret the Christian community's development in interaction with the world. Lectures and discussions will center upon key figures, critical events, forces of change and reaction, and the main conceptions which have defined the character of the Christian community in its interaction with successive stages of our culture from the early church through the early medieval developments.

Manschreck MF 10:30-12 Winter

### **CTUH-300**

#### **Early Christianity**

The development of doctrine and practice to 450

A.D. Lecture topics will include Trinitarian dogma, the person and work of Christ, the relation between human freedom and divine grace, and the development of sacramental practice. Required readings in primary materials will concentrate on Christian life and spirituality. Reading reports and examinations.

Burns MWF 12-12:50 Fall

### **DIT H-307**

#### **History of the Church to 700 A.D.**

An introduction to patristic thought, especially as it applies to major beliefs of the Christian religion. A survey of the socio-political climate of the period and the effect it had on the development of Church structures.

Hartenbach MWF 9:10-10 Fall

### **JSTC H-315**

#### **The Early Church**

A study of selected texts, stressing the rule of faith, church order, mission, conciliar decisions, and the church's interaction with ancient society. Readings and discussion, with a paper.

Wicks TTh 10:30-11:45 Fall

### **LSTC H-310A**

#### **Ancient and Medieval Church History**

The developing life and thought of the Christian church, presented in broad perspective. Lectures and group discussions of selected source readings.

Fischer MWF 11-11:50 Fall

### **NBTS H-341**

#### **Church History I: Early and Medieval Christianity**

Major issues and developments in Christian life and thought from the beginning of the second century to the Reformation are examined in order (1) to become familiar with the development of Christianity during this period, (2) to acquire some knowledge of historical methodology, and (3) to develop some ability at analyzing and interpreting religious movements. Regular and intensive reading, both in primary and secondary sources, is emphasized as a basis for meaningful classroom discussion.

TBA n TTh 8-9:20 Fall

### **JSTC H-415**

#### **Ancient Christian Spirituality**

A reading seminar using primary materials to examine issues of Christian life in the first six centuries: martyrdom, monasticism, marriage and virginity, the practice of the virtues. Requirements: seminar participation and three ten-page studies.

Burns TTh 10:30-11:45 Winter

## Historical Studies

### JSTC H-416

#### Patristic Interpretation of Christianity

Using a discussion-group format involving the active participation of all members, this course will investigate the theology and piety of the early Church by reading carefully selected texts by such authors as Justin, Origen, Athanasius, Gregory of Nyssa, Leo the Great, Cyprian and Augustine, and by examining their basic assumptions and fundamental views concerning God, Christ, Redemption and the Christian Life. Requirements: readings and short weekly reports. Maximum enrollment 14.

Burns/Haight Th 2-5 Fall

### CTS CH-491

#### Contrasting Philosophies of History

A study of Augustine's Christian prototype, *The City of God*, in contrast and comparison with more recent philosophies of history to be selected by the seminar participants. Evaluation for relevance and formulation of a viable stance today will be attempted.

Manschreck M 1-4:30 Fall

## C. MEDIEVAL

### BTS H-342

#### The Christian Civilization: From Constantine to Cromwell

A study of the political history of imperial Christianity and the synthesis of church and culture as expressed in medieval theology and art. Medieval Christianity and the Magisterial Reformation will be studied through lectures, group discussions, and audio-visual presentation.

Wagner WF 8-9:20 Winter

### CTU H-307

#### Christianization of Europe

A study of the Church's encounter with the Barbarian nations, of their conversion, and of the development of Christian life. An analysis of how the task affected Church life and thought and of how the Church affected the world. Major consideration will be given to: Medieval Missions, Charlemagne, the Papal States, the Schism between East and West, and the development and experience of a Christian European Culture (theology, philosophy, social and political structures).

Nemer MWF 9-9:50 Winter

### DIT H-309

#### History of the Church from 700 to 1500 A.D.

Intellectual development and structuring of Christian thought. The development of the

papacy and the structures of the Church within the context of Christendom. Prerequisite: DIT H-307 or equivalent.

Hartenbach MWF 10:10-11 Winter

### JSTC H-423

#### Medieval Christianity

Lecture course with reading of primary materials. A survey of the development of medieval theology with reference to the cultural development of Christendom. Topics will include scriptural interpretation, sacramental theology, the work of Christ, nature and grace, the reform of monasticism, the rise of the mendicant orders, the encounter with Aristotle and the rise of the universities. Requirements: reports on reading of primary materials and examination.

Montague/Burns MW 1:30-3 Winter

### JSTC H-424

#### Medieval and Reformed Interpretations of Christianity

Using a discussion-group format involving the active participation of all members, this course will investigate such fundamental Christian themes as the relation of philosophy and theology, God and his providence and grace, Christ and his redemptive work, in selected theological tests from Anselm, Bonaventure, Aquinas, Scotus, Erasmus, Luther, Radical Reformers, Trent, and Calvin.

Wicks/Haight MW 1:30-3 Winter

## D. REFORMATION

### CTS CH-342

#### Christianity in the World: History of the Christian People II

A continuation of CTS CH-341. Special attention will be given to late medieval and renaissance developments, the conciliar movement, the Reformation, the Counter-Reformation, the Anabaptists, and emerging new forms of Christian expression.

Manschreck MF 10:30-12 Spring

### CTU H-310

#### Christianity in the Renaissance and Reformation

Factors influencing the breakdown of the medieval synthesis. Renaissance thought and style chiefly in relationship to the Church. Writings of the Reformers, and the position of Trent.

Nemer MWF 11-11:50 Spring

### LSTC H-330A

#### Reformation and Modern Church History

An introduction to Reformation and Modern

H



## Historical Studies

Church History outside America, designed to show in broad perspective the movements which have shaped world Christianity in our time. Lectures and group discussions of selected source readings.

Fischer MWF 12-12:50 Winter

### LSTC H-330B

#### Studies in Reformation and Modern Church History

A survey course for students with some background in church history, using the thematic approach (e.g. nature of the church, justification) to study interaction between church and culture and the influence and effect of cultural developments on Christian self-understanding.

Kukkonen MWF 12-12:50 Winter

### NBTS H-342

#### Church History II: The Reformation and Modern Christianity

Major issues and developments in Christian life and thought from the time of the Reformation to the present are examined in order (1) to better understand contemporary expressions of Christianity, (2) to acquire some knowledge of historical methodology, and (3) to develop ability in interpreting religious movements and evaluating the significance of past movements for today. Regular and intensive reading, both in primary and secondary sources, is emphasized as a basis for meaningful classroom discussion.

TBAn TTh 8-9:20 Winter

### MTS H-310

#### Hispanic Church Reformers

This course will study the contribution to the Reformation by Spanish Reformers from the 16th Century to present including the Spanish mystics.

Justo González TBAr Fall

### M/L H-472

#### Grace and Will (Medieval and Reformation)

Class will begin with a careful reading of Erasmus's *Inquisitio de fide*, *De libero arbitrio*, and *Hyperaspistes* and Luther's *De servo arbitrio*. We shall then proceed to trace issues raised in the course of that debate through medieval literature. Special attention will be devoted to select works of Augustine and Anselm of Canterbury, as well as to Thomas Aquinas and William of Ockham. The course will conclude with a study of several of Luther's and Erasmus's works which preceded the debate

and which disclose their incipient positions on sin, free choice, and divine grace. Our objective is to explore the ways in which medieval traditions were appropriated before Erasmus and Luther found themselves at cross-purposes and during the course of their debate.

Kaufman TBAr Spring

### JSTC H-427

#### Reformation Christianity

A study of church and theology on the eve of the Reformation, of the main themes of Luther's teaching, and on the diverse Catholic responses to the Reformation challenge. Lectures, with assigned readings and a paper.

Wicks MW 1:30-3 Fall

### LSTC H-435

#### Theology of Luther

The purpose of this course is to introduce the student to Luther's theology in its broad comprehensiveness and its dynamic thrust. Selected works in various categories are discussed in class. The student reads other works of his or her own choosing, and prepares a term paper.

Fischer MW 1:30-2:45 Spring

### MTS H-401

#### Seminar on the Theology of John Calvin

A systematic study of Calvin's theology as seen primarily in the *Institutes of the Christian Religion*.

Rigdon Fall

Tu 7-10 pm in Evanston or W 2-5 at MTS

### M/L H-436

#### Arminius and the Reformed Tradition

A critical examination of the writings of James Arminius and their influence on Reformed and liberal theology.

Godbey F 2-4:50 Winter

### M/L H-438

#### Seminar: Michael Servetus

A critical reading of selected works of Michael Servetus and of related works of leaders in the Radical Reformation.

Godbey F 2-4:50 Spring

### BTS H-440

#### The Radical Reformation

A seminar on the "Left Wing" of the Reformation, with readings in representative literature from Anabaptism, Spiritualism, and Evangelical Rationalism. Participants are assumed to have general background understanding of the Reformation Era.

Durnbaugh Th 7-9:30 pm Winter

## Historical Studies

### M/L H-435

#### Menno Simons and Dutch Anabaptism

A critical reading of the works of Menno Simons in the context of sixteenth-century Anabaptism. Attention will be given to the relationship of Dutch Anabaptist thought to subsequent developments in historical theology.

Godbey F 2-4:50 Fall

### JSTC H-417

#### The Spiritual Theology of Ignatius of Loyola

An examination (through lectures, readings, and discussions) of the theological significance of the spiritual writings of Ignatius of Loyola. His autobiography, *Spiritual Exercises*, *Constitutions of the Society of Jesus*, and selected letters, along with various secondary sources, will be studied. Final paper and written or oral examination.

Montague Th 3:30-5:30 Fall

### JSTC H-418

#### History of Christian Spirituality: 16th Century Spanish Mystics

A study of the spiritual theologies of Teresa of Avila and John of the Cross, through lectures, readings, and discussions of selected writings, e.g., the *Autobiography*, *Way of Perfection*, and *Interior Castle* of Teresa of Avila; selections from *The Ascent of Mount Carmel* and *The Dark Night* of John of the Cross. Final paper and written or oral examination.

Montague Th 3:30-5:30 Spring

### CTS CH-560

#### Major Men of the Reformation

A seminar dealing with one man in the Reformation period, his life and thought and continuing significance. In 1977, Calvin.

Manschreck WF 10:30-12 Fall

### JSTC H-519

#### Reformation Seminar

Investigation of the views of Christ and the world underlying central positions of selected Reformation era theologians: Luther, Erasmus, Calvin, Robert Bellarmine. Introductory lectures and readings, followed by presentation of papers by all participants.

Wicks Th 2-5 Winter

### LSTC H-610

#### Seminar: Luther on Repentance and Grace

Luther's own crisis centered on the church's penitential system. His evangelical faith was a new understanding of the Gospel of God's grace in Christ. This graduate seminar will explore this whole theological and experiential complex,

the heart of Luther's faith. Special attention is given to the tools and techniques of critical historical study. (For post-M.Div. students. Admission of others by approval of instructor.)

Fischer MW 1:30-2:45 Fall

### E. MODERN

### DIT H-310

#### History of the Church from 1500 to the Present

The fragmentation of Christendom and new theological thought. The Church on the defensive in the Age of the Enlightenment and the Revolutionary Age. The attempts of the Church to cope with the Modern Age.

Hartenbach MWF 8:10-9 Winter

### BTS H-340

#### The Believers' Church

A study of the meaning, rise, and development of the Free Church tradition within Christianity from the Reformation to the present day, and its implication for contemporary churches.

Durnbaugh MWF 2:10-3 Fall

### BTS H-343

#### History of the Church of the Brethren

Analysis of the development of the Church of the Brethren from its sectarian beginnings in eighteenth century Europe to its denominational position in twentieth century America with particular attention to its relationships with other Christian movements and its cultural environment.

Durnbaugh WF 9-9:30 Spring

### LSTC H-360

#### The Lutheran Heritage

Content and scope of the Lutheran confessional writings and the manner in which they are normative for Lutheran ministry and church life today. Recent confessional statements and results of inter-confessional dialogues are taken into account.

Scherer MW 3-4:15 Winter

Pero MW 8:30-9:50 Spring

### MTS H-312

#### Critical History of the Spanish Bible

This course will examine the historical development as well as the critical studies in the translation of the Spanish Bible from the original languages.

Jorge González March 13-17, TBA Winter

### BTS H-445

#### The Intentional Community

A study of religiously-based communitarian movements in Christian history, focusing on

H



## Historical Studies

such groups as the Hutterites, the Renewed Moravian Church, the Ephrata Community, the Shakers, Amana, the Hutterian Society of the Brothers, Koinonia Farm, and the Ecumenical Institute.

Durnbaugh M 7-9:30 pm Winter

### CTS CH-490

#### **Eighteenth Century England**

A study of the events and forces present in 18th century English life and their impact on religion.

Manschreck W 1-4 Winter

### CTS CH-492

#### **Nineteenth Century Developments in Religion**

A study of significant events and movements of thought in 19th century religious life.

Manschreck W 1-4 Spring

### CTU H-422

#### **19th Century Imperialism and World Mission**

A study of the Church as it encounters the new world born of the French Revolution, of how it affects and is affected by social and political considerations, of imperialism (Church and State), and of the missionary expansion in the late 19th and early 20th centuries. Major considerations will be given to: the Church's encounter with French and Italian political liberalism, with German philosophical and theological liberalism, with English scientific and political liberalism; the Church's response in the Syllabus of Errors and Vatican I; Europe in Asia and Africa; Mission as Structure; the hesitant growth of local Churches; a western Christianity in a non-western world.

Nemer MWF 9-9:50 Spring

### JSTC H-454

#### **John Henry Newman: Prophetic Figure of Contemporary Catholicism**

This course will attempt to give the student a better grasp of the present-day issues of Roman Catholicism by studying the writings of Cardinal Newman in historical perspective. Topics will include the development of doctrine, pluralism in theology, authority and the *consensus fidelium*, Catholicism and acculturation, the role of the laity, the act of faith in relation to reason. Students will follow their own interests in readings from an approved syllabus. Bi-weekly reading reports. Two weeks are allowed for the final synthetic exam from the readings.

Ross W 3:30-5:30 Winter

### JSTC H-419

#### **Catholicism and Crisis: The Church in the 60's**

This course will try to place the recent turmoil of Roman Catholicism in its historical and cultural setting. Lectures will develop such issues as social consciousness, ecumenism, war, authority, priesthood, and laity. Students may follow their own interest in readings from an approved syllabus. Bi-weekly reading reports. Two weeks will be allowed for a final synthetic exam from the readings.

Ross W 3:30-5:30 Fall

### MTS H-430

#### **Seminar on Eastern Orthodox Christianity**

A survey of the history of Eastern Orthodoxy from the Byzantine period with special attention to selected theological motifs and problems.

Rigdon W 2-5 Winter

### MTS H-433

#### **Travelling Seminar on Eastern Orthodox Christianity in Eastern Europe**

Prerequisite: MTS H-430

Rigdon TBA Spring

### CCTS T-559

#### **Developments in Modern Theology, Protestant and Catholic**

For course description consult Theological Studies offerings.

Braaten/Haight MW 1:30-3 Spring

### DIT H-530

#### **Development of the Idea of Papal Infallibility**

An initial survey of the evidence pertaining to the authority of the Roman Church prior to the Middle Ages. An investigation of the development of Papal power, both secular and religious, during the course of the Middle Ages. A study of the processes of Vatican I and the influences that were brought to bear upon it. Finally, a brief survey of the contemporary literature on the subject.

Hartenbach TBA Winter

### NBTS H-561

#### **Baptist Thought**

An examination and evaluation of characteristic Baptist emphases in theology, polity, and practice for the purpose of establishing our Baptist identity on the one hand and clarifying our commonality with the larger Believers' church tradition on the other. Student research, analysis, and evaluation of selected issues constitutes a vital part of the course. Admission by approval of instructor.

Ohlmann WF 8-9:20 Spring

## F. AMERICAN

### LSTC H-350A

#### American Church History

The pluralistic development of religious ideas, movements, and institutions in North America, from colonial times up to the present. The course surveys the total religious milieu rather than concentrating on Lutheranism.

Scherer MWF 9-9:50 Fall

### MTS H-350

#### Christianity and Society in American History

The history of American Christianity with focus on its interaction with the developing American culture. The question will be asked to what degree Christianity significantly challenged and molded that culture or was shared by it. Opportunity will be given for special study in the origins and character of American civil religion.

Schafer MW 2-4 Fall

### CTS CH-387

#### Nature, Land and American Religion

The lure of land has been a recurring motif in American life. This seminar will examine ideas of nature, land, wilderness, ecology and the good life as they have been interpreted by religious leaders. Effort will be made to relate this theme to contemporary urban and/or rural ministry.

Zikmund W 3-6 Fall

### M/L E-321

#### American Civil Religion

For course description consult Ethical Studies offerings.

Engel TBAr Fall

### M/L E-395

#### American Civil Religion and Unitarian/Universalism

For course description consult Ethical Studies offerings.

Engel TBAr Winter

### CTS CH-393

#### Women in the American Protestant Tradition

A look at the role of women in the history of American Protestantism through autobiography and biography. All students will read six autobiographies or biographies in common and make a class presentation on one woman.

Zikmund W 3-6 Spring

### LSTC H-350B

#### American Lutheran Church History

A core course focusing on Lutheranism in

America, especially on its problem of unity and polarization. The historical development is viewed against the broad background of Christianity in America. Aim of the course is to gain perspective on our present problems in the context of their emergence and development.

Fischer MWF 12-12:50 Spring

### NBTS H-343

#### Baptist History

An inquiry into important issues and developments in Baptist history (particularly in America) as an introduction to the origin of Baptist groups and to the factors which have shaped their development. The methodological approach to this subject will consist of a combination of lectures and classroom discussions. (Non-Baptist students study their own religious heritage.)

Ohlmann TTh 8-9:20 Spring

### CTS CH-386

#### Evangelicalism in American Christianity

The most significant development in recent American church life is the increased visibility and impact of evangelical movements and groups. This course will explore the roots of evangelical, holiness, charismatic and neo-pentecostal Christianity in order to understand more adequately the impact of this tradition on contemporary church faith and practice.

Zikmund TTh 10:30-12 Winter

### CTU H-315

#### Roman Catholicism in the U.S. from the American Revolution to World War I

This course, through lectures and readings, will study the major influences on the development of the Roman Catholic Church in the 19th and early 20th centuries, e.g., her minority status, anti-catholic bias in the mid-19th century, trusteeism in the church, the influx of immigrants, the spread of the frontier, the Civil War, the School Controversy, the Americanist Heresy, etc.

Nemer MWF 11-11:50 Winter

### JSTC H-421

#### American Catholic Experience: 1920 to 1970

Lectures and readings on the main problems and movements of the American Catholic Community from World War I to the 1970's. These will include acculturation and acceptance in American society, social questions, education, Church-State implications, and liberal goals contrasted before and after Vatican II. There will be bi-weekly reading reports on selections

H



## Historical Studies

made from an approved syllabus. Two weeks will be allowed for a final synthetic exam from the readings.

Ross W 3:30-5:30 *Spring*

### DIT H-413

#### History of the American Catholic Church

A study of the background of present-day American Catholicism; the national groups that make it up, the problems which it has had to face and its response to those problems.

Hartenbach MWF 10:10-11 *Spring*

### MTS H-406

#### The American Presbyterian and Reformed Churches

A historical survey of the major Presbyterian and Reformed bodies in America, with special attention to the theological and institutional history of the United Presbyterian Church.

Schafer W 7-10 pm *Fall*

### MTS H-475

#### Seminar on Historiography

A research seminar on the history of McCormick Theological Seminary utilizing our own rich archives as a resource and laboratory for the writing of original history. This seminar will explore a variety of problems in the writing and interpretation of history. It is hoped that students will produce significant, publishable contributions for McCormick's sesquicentennial celebration in 1979. Enrollment by approval of instructor.

Rigdon W 7-10 pm *Fall*

### BTS H-444

#### Modern Religious Movements

Description and analysis of the most active and aggressive cult groups in the United States, including Mormons, Jehovah's Witnesses, Unification Church, and Scientology.

Durnbaugh Th 7-9:30 pm *Fall*

### MTS H-499, 599

#### Independent Study

Schafer/Rigdon *By Arrangement*

### DIT H-511 (2 or 3 QH)

#### American Catholic Response to Social Problems

The developing stand of the Catholic Church in the United States concerning social justice, with emphasis on the relationship between capital and labor. The roots of the contemporary American Catholic Church's positions or non-positions on social issues. Offered in response to

student interest.

Hartenbach

TBAr

*Winter*

### LSTC H-550

#### The Decision-Making Process in American Lutheranism

Beginning from the constitutions and policy statements of the various American Lutheran bodies, in the content of their historical development, this seminar will explore the ways in which these churches actually operate. Term paper. (Prerequisite: LSTC H-350A or H-350B or equivalent.)

Fischer MWF 11-11:50 *Winter*

### MTS H-600

#### The Evangelicals: Whence and Whither

The Churches today are less socially and politically active than a decade ago; there is more emphasis on personal piety, corporate worship, and local congregational concerns; the theological climate is more conservative. How do these trends affect our relationship to the "Evangelical" wing of Protestantism? Most of us need more knowledge and better understanding of those who are theologically and socially to the right of us for addressing that question. The course will examine the history of Fundamentalism and Evangelicalism in order to identify major types and tendencies in modern "Third Force" Christianity. The serious issues that divide "conservative" and "liberal" today, recent efforts at bridging the gap, prospects for the future role of evangelicalism in the churches and in national life—these and similar matters will be investigated.

Schafer Feb. 13-17, TBAr *Winter*

### MTS H-605

#### Recent Developments in Church Polity

Throughout the Church the rules and procedures for doing the church's work are changing. Church law has developed in different ways in each protestant tradition. This development has been influenced by environmental factors and purposes of the group in a particular historical moment. The purpose of the course is to explore this relationship in the interest of having a positive understanding of church law and in developing better polity today. This course is offered for church executives, Stated Clerks and other officials interested in church law, and pastors who are responsible for interpreting, and/or rewriting church law today.

Schafer/Worley April 17-21, TBAr *Spring*

### III. THEOLOGICAL STUDIES

#### A. METHODS AND DOCTRINES

##### CTS TEC-304

##### Constructive Theology I

The nature of theological thinking and theological method.

LeFevre MW 1:30-3 Winter

##### CTS TEC-305

##### Constructive Theology II

The systematic formulation of the student's own theological position is the major task.

Jennings MF 10:30-12 Fall

##### CTU T-320

##### Phenomenology of Religion

A study of the basic forms and processes of religion and the symbolization process as they relate to society and self. The impact of secularization on religious forms is assessed, as well as the role of the religious leader in cultural frameworks.

Schreiter MWF 10-10:50 Fall

##### CTU T-325

##### Introduction to Theology

A consideration of the nature, sources, and methods of theology worked out from a study of several case histories. Special emphasis on the historical revelation in Christianity and the developing awareness of the faith-community in relation to shifting horizons.

Hayes MWF 11-11:50 Fall

Linnan MWF 10-10:50 Winter

##### CTU T-330

##### The Problem of God and Contemporary Society

An analysis of why God has become problematic for contemporary man is followed by a critical review of representative Christian attempts to respond to this problem. The course seeks to help the student evaluate his own religious experience and respond intelligently to modern man's problem of God.

Linnan MWF 12-12:50 Winter

##### CTU T-331

##### Culture and the Experience of God

An investigation of the Western Christian response to God, and of the challenges and possibilities which various cultural experiences bring to forming a Christian understanding of God. The meaning of the monotheism and polytheism, as well as problems of grace and the absence of God will be discussed.

Pero MW 12-1:15 Spring

##### CTU T- 350

##### Basic Principles of Catholic Worship

An introduction to the Catholic heritage of liturgical and sacramental worship. Survey of classical patterns of liturgical prayer and the Catholic tradition of reflection on sacraments. Introduction to contemporary concerns about liturgical prayer and current issues in sacramental theology. Attention will be given to questions of liturgical planning and praxis.

Keifer MW 2-3:15 Fall

Keifer MWF 10-10:50 Spring

##### CTU I-315

##### Interpretation and Ministry

For course description consult Interdisciplinary/ Integrative Studies offerings.

Osiek/Schreiter MW 12-1:15 Spring

Osiek/Schreiter MW 2-3:15 Spring

##### DIT T-300

##### Revelation and the Response in Faith

This course centers on the nature and the various explanations of revelation and the response in faith; on the inter-relationship existing between scripture, tradition and the magisterium; the nature and irreformability of dogma. The course is taught in such a way as to introduce the student to strict theological methodology and to acquaint him with the problematic of theological understanding and expression.

Falanga MWF 10:10-11 Fall

##### DIT T-301

##### Horizons of Christian Spirituality

This course embraces the following: basic patterns of psychological growth in contemporary context according to one model of development, e.g. Erickson. The nature of commitment and its varying forms specified by its relationship to the other, e.g., friendship, marriage, religious life. Some patterns of spirituality, taken from history and contemporary life, that are particularly applicable to religious life, e.g., Ignatian spirituality, active spirituality (Mother Theresa) and Catholic mysticism. Finally, part of the course will seek to provide the students with some conceptual tools that will enable them to mediate the three realms of meaning articulated in the daily living of the Christian life, theoretical theology and the interior life. Enrollment is limited to De Andreis students.

Staff WF 1-2:15 Fall



## Theological Studies

### DIT T-302

#### Theological Anthropology

The course seeks to provide the fundamental horizon and principles grounding modern theology. A survey of anthropologies at the basis of various theologies will be presented. The course will focus on man as self-transcending being through an analysis of the symbolic and communitarian nature of his being.

Minogue                      WF 1-2:15                      *Winter*

### DIT T-303

#### Ecclesiology

This course seeks to understand and explore the consequences of Vatican II's teaching in the dogmatic constitution "Lumen Gentium" in conjunction with the pastoral constitution "On the Church in the Modern World" and the Decree on Ecumenism, the Decree on the Bishops' Pastoral Office in the Church, the Decree on the Appropriate Renewal of the Religious Life, the Decree on the Apostolate of the Laity, the Decree on the Ministry and Life of Priests, the Decree on the Church's Missionary Activity and the Declaration of the Relationship of the Church to non-Christian Religions. Special attention is given to the metaphors "People of God" and "Mystical Body of Christ." Various contemporary ecclesiological models are examined and compared. Special emphasis is placed on the universal Christian priesthood, the basic equality and functional inequality of Church members as well as upon the participation of each member of the church in its mission.

Falanga                      MWF 8:10-9                      *Winter*

### DIT T-361

#### Sacraments of Initiation:

##### Baptism, Confirmation

General introduction to the sacraments as saving Christological and Ecclesiological arts. The nature, number, purpose and causality of the sacraments is considered with emphasis on modern theological discussion and ecumenical import. Baptism and confirmation are considered precisely as acts of the Church. The rights and duties they confer on each person is studied, as is their relation to each other and to the Eucharist.

Falanga                      MWF 10:10-11                      *Spring*

### DIT T-362

#### The Eucharist

The Lord's supper and the celebration of the Eucharist in biblical, historical and theological

context. Catholic dogmatic teaching, ecumenical discussion, and current questions are critically examined, especially as they relate to the celebration of the Eucharist as sacramental sacrifice and communion. Substantive canonical and moral matters pertaining to the Eucharist are studied.

Falanga                      Th 9:10-11                      *Fall*

### JSTC T-351

#### Fundamental Theology I

Lectures and discussions toward a personal synthesis of Fundamental Theology.

Week 1: Introduction; setting the questions, method

Weeks 2-5: Faith and Revelation  
Haight/Schineller

Weeks 6-11: The World in Sin and Grace  
Sears

Other than JSTC M.Div. students admitted by approval of instructors.

Doyle, Fehr, Haight                      M 10-10:50                      *Fall*

Schineller, Sears                      W 9:30-10:50

F 9:30-10:50

### JSTC T-352

#### Fundamental Theology II

A continuation of lectures and discussions toward the personal synthesis of Fundamental Theology.

Weeks 1-5: The Person and Work of Christ  
Schineller

Weeks 6-10: Understanding the Church  
Haight

Week 11: The Question of Method  
Doyle, Fehr, Haight, Schineller, Sears

Other than JSTC M.Div. students admitted by approval of instructors.

Doyle, Fehr, Haight                      M 10-10:50                      *Winter*

Schineller, Sears                      W 9:30-10:50

F 9:30-10:50

### JSTC T-353

#### Fundamental Theology III

A continuation of lectures and discussions toward the personal synthesis of Fundamental Theology.

Weeks 1-4: The Sacramental Life of the Church  
Fehr

Weeks 5-7: God: One and Triune  
Sears

Weeks 8-9: Work on Synthesis

Week 10: Oral Examinations

## Theological Studies

Other than JSTC M.Div. students admitted by permission of instructors.

Doyle, Fehr, Haight	M 10:10-50	<i>Spring</i>
Schineller, Sears	W 9:30-10:50	
	F 9:30-10:50	

### LSTC T-310

#### Introduction to Theology

An introduction to the nature of theology as an academic discipline and as the exposition of a faith perspective. Readings in major recent theologians, with special attention to the question of methodology. For beginning theological students.

Sherman	MW 3-4:15	<i>Fall</i>
Pero	TTh 10:45-12	<i>Fall</i>

### LSTC T-311, 312

#### Christian Theology, I, II

Survey and interpretation of basic Christian doctrine. The full range of Christian doctrine, from creation to eschatology, is dealt with in these two courses. Although each course forms an independent unit, the two courses are interrelated to constitute a total sequence. Students interested in taking only one of the courses should consult with the instructor.

Braaten	MWF 12-12:50	<i>Winter</i>
Braaten	MWF 11-11:50	<i>Spring</i>

### MTS T-301

#### Introduction to Theology I: Fundamental Theology

An introduction to the study of theology as the reasoned endeavor to understand the reality of human life in the world from the perspective of Christian faith in God. Fundamental Theology deals with issues of revelation, faith in God, religious experience, and symbolism. Recommended for all first year students.

Parker	MW 11-1	<i>Fall</i>
--------	---------	-------------

### MTS T-302

#### Introduction to Theology II: Basic Christian Doctrines

This course is designed to introduce the basic doctrines of the Christian faith, as these are understood and reflected upon by representative theologians. Attention will be given to coherent and constructive appropriation of the Christian tradition. Recommended for all first year students.

Burkhart	TuF 2-4	<i>Winter</i>
----------	---------	---------------

### NBTS T-351

#### Philosophy of Religion

This course is an introduction to the main religious philosophies in western culture. The

origin of Christian doctrines and the historical background and development of modern systems are studied and evaluated.

Young	MWF 2:10-3	<i>Spring</i>
-------	------------	---------------

### NBTS T-353

#### Systematic Theology I: Introduction to Theology

This course provides an introduction to the study of the presuppositions of theology. The relation of faith and reason is taken up in detail. The term concludes with a study of revelation and inspiration. The works of various theologians are studied.

Young	MWF 11:30-12:20	<i>Fall</i>
-------	-----------------	-------------

### NBTS T-354

#### Systematic Theology II: Eschatology and Christology

Questions as to the nature and value of systematic theology are raised in the context of exploring several important contemporary approaches to the subject which are studied simultaneously throughout the course. Attention is focused on Jesus' announcement that God's Kingdom was at hand and on the implications of this eschatological proclamation for Christian life and theology. Attention next turns to the proclaimer, focusing on his "work" to gain an understanding of his "person" and the nature of the salvation he brought.

Finger	WF 8-9:20	<i>Winter</i>
--------	-----------	---------------

### NBTS T-355

#### Systematic Theology III: Salvation, the Church and God

Following discussion of the atoning work of Christ in T-354, the nature of justification and faith are examined. Sanctification is discussed within the context of the life and mission of the Church. Finally, the nature of God is elucidated by drawing together what has previously been studied regarding his revelation and historical activity. As in T-354, these issues are discussed by exploring several contemporary approaches to the subject simultaneously.

Finger	WF 8-9:20	<i>Spring</i>
--------	-----------	---------------

### BTS T-468

#### The Drama of Christian Dogma

Viewing the ecumenical creeds and more common Christian dogma as our mutual Christian heritage, we shall explore those assertions made about the limiting/sustaining nature of reality, and examine in what forms the human drama contains, as it is meaningfully illumined by, Christian dogmatic-symbolic truth claims.

Meyer	Weekend Intensive TBAn	<i>Spring</i>
-------	------------------------	---------------



## Theological Studies

### CTU I-439 (2 full courses)

#### Christology

For course description consult Interdisciplinary/ Integrative Studies offerings.

Schreiter/Senior TTh 10:30-11:45 *Fall/Winter*

### CTU T-441

#### Christology and Cultures

A critical review of the development of understandings of Jesus and salvation in the Christian tradition, and their implications in a cross-cultural context. Special attention is given to models of incarnation and salvation, universal claims about Jesus within a religious pluralism, and the question of the ethnic Christ.

Schreiter MWF 12-12:50 *Fall*

### DIT T-422

#### Christology

Interpretation of the Incarnation and Redemption. The course surveys New Testament Christology, historical development and dogmatic pronouncements, traditional and contemporary theology. Drawing on personal study and group discussion, each student is asked to compose a christological statement for our day.

Walsh MWF 10:10-11 *Fall*

### JSTC T-452

#### Christology: Biblical, Historical, Contemporary

A team-taught course, consisting of lectures and assigned readings in sequence on (1) the biblical foundations of Christology, (2) historical developments from the patristic period to the reformation, and (3) contemporary approaches in systematic theology. In addition to participation in the discussions, the student will write brief papers on each of the three major sections of the course.

La Verdiere/Burns/Schineller *Spring*  
TTh 10:30-11:45

### LSTC T-455

#### Types of Christology, Ancient and Modern

The aim of this seminar will be to establish certain types of christological thought that endure in theology despite changes in worldview and methodology between ancient and modern times. Among those studied as representative types will be Irenaeus, Athanasius, Augustine, Luther, Calvin, Schleiermacher, Hegel, Ritschl, Barth and Tillich.

Braaten MW 1:30-2:45 *Winter*

### MTS T-404

#### The Doctrine of the Spirit

A consideration of the doctrine of the Holy Spirit in the Christian theological tradition. At-

tention will be given to some current manifestations of the Spirit in the life and work of the churches.

Parker TuF 2-4 *Winter*

### CTS TEC-411

#### Theological Anthropology

Theological perspectives on the human condition. What is the peculiar dilemma and dignity of being human? How is theology related to the disciplines of pastoral care and ethics? This course will focus upon biblical and theological understandings of human existence (Creation and Fall) and their coordination to psychological and sociopolitical understandings in the contemporary world. Readings will include Bonhoeffer, Becker, Niebuhr, and others.

Jennings TTh 10:30-12 *Winter*

### CTS TEC-409

#### Christian Existence

What is the basis and form of Christian existence in today's world? The course will attempt to work through an understanding of Justification and Sanctification which can inform the development of appropriate Christian life-styles in our day. Readings will include Jacques Ellul, Daniel Day Williams, Hans Kung, and others.

Jennings TTh 10:30-12 *Spring*

### DIT T-423

#### Man in Christ

The course will consider the conditions for the possibility and consequences of God's self-communication to man in Christ. A historical perspective will be provided by considering the problems and conceptual framework leading to the scholastic synthesis on nature and grace. The main emphasis of the course will be the explicitation of the multiple dimensions of man's life in Christ through a consideration of obediential potency, conversion, and the life of charity. The virgin Mary is studied as the most perfect of the redeemed.

Minogue MWF 10:10-11 *Winter*

### LSTC T-450

#### Theology and the Church's Ministry

An integrative course dealing with the role of theology in pastoral formation and functioning. (For seniors at LSTC; others by approval of instructor.)

Braaten MW 3-4:15 *Fall*

### JSTC T-465

#### Faith and Sacraments

The chief interest of this course is the ecclesial, sacramental structure of the Christian life of

faith. The intent is to provide a theological basis (Christological and Ecclesiological) for a "sacramental spirituality." The principle of sacramentality will be explicated from Scripture and the gradual development of the notion of "sacrament" in the Church's tradition. The implications of this theology for a contemporary spirituality will be explored in the context of post-Vatican II ecclesiologies. Format: lectures and discussions on assigned weekly readings. Term paper.

Fehr TTh 9-10:15 Spring

#### CTU T-455

##### Sacraments of Initiation

General introduction to sacramental theology. Historical development of the rites and theology of Christian initiation. Current questions concerning the theology, catechesis, and celebration of the sacraments of initiation.

Keifer TTh 12-1:15 Fall

#### MTS T-402

##### Baptism and Eucharist

A study of the Christian doctrines of baptism and eucharist with emphasis on critical analysis of various issues now in controversy. Attention will be given to the liturgical implications of various theological outlooks.

Burkhart TTh 11-1 Spring

#### CTU T-450

##### Theology of the Eucharist

A study of the scriptural origins and historical development of the eucharistic liturgy, with particular emphasis on the eucharistic prayer. Theological reflection on the meaning of eucharist in light of the above and of contemporary discussion. Consideration of current questions, e.g., ecumenical questions of intercommunion and eucharistic ministry.

Ostdiek MWF 11-11:50 Fall

#### CTU I-450 (1 or 2 full courses)

##### Eucharist/Preaching/Celebration

For course description consult Interdisciplinary/Integrative Studies offerings.

Baumer/Keifer MWF 10-11:50 Winter

#### CTU T-460

##### Sacraments of Penance, Anointing, Orders

The origins and historical development of penance, anointing, ordination. Questions of contemporary theological significance and celebration of these sacraments.

Ostdiek MWF 9-9:50 Fall

#### DIT T-463 (2 QH)

##### Penance and the Anointing of the Sick

These two sacraments are studied in a historical context. The Catholic dogmatic teaching on each is critically examined in the light of more recent ecclesiological documents and current discussion. In the light of post-conciliar ecclesiology, the moral and pastoral implications of dogmatic teaching is explored.

Falanga Th 9:10-11 Spring

#### DIT T-464 (2 QH)

##### The Sacraments of Matrimony and Orders

This course presents Catholic dogmatic teaching on marriage and orders with special attention being given to the documents of Vatican II and critically examines current theological discussion and ecumenical import. An attempt is made to situate this study in the context of post-conciliar ecclesiology, liturgy and spirituality. Substantive moral and pastoral implications of the dogmatic teaching are explored.

Minogue WF 8:10-9 Fall

#### CTU T-435

##### Origins and Eschatology

A study of the Christian symbols concerning the origins of man, the world and evil; a correlative investigation of finality and eschatological symbolism.

Hayes MWF 10-10:50 Fall

#### CTU T-436

##### Eschatology and Eschatologies

A comparison of central themes in Christian eschatology—apocalyptic crisis literature, death, final completion of the individual and the world—with eschatological views in selected non-Christian religious literature. The comparison will be directed toward a better understanding of eschatological symbols and symbolic systems in both Christian and other cultural situations.

Schreiter MWF 10-10:50 Spring

#### NBTS T-551

##### Theism

The main theistic systems in both ancient and modern thought are studied. Considerable attention is given to recent theistic discussion. Historic Christian theism as a philosophy of life is presented and evaluated. A Seminar. Prerequisite: NBTS Systematic Theology I, II, III or equivalent.

Young TTh 1:10-3:40 Winter

T



## Theological Studies

**BTS T-550**

### **The Language of Christology**

Following an examination of the doctrine of revelation and questions of theological epistemology, the course deals with matters pertaining to the person and work of Christ. A constructive analysis and statement of the language of Christology is presented. The student is afforded the opportunity to formulate a doctrinal position and to test the statement against the Bible and church tradition, in dialog with other class participants.

Groff M 3:30-6 *Fall*

**DIT T-522 (2 or 3 QH)**

### **Problems in Christology**

The seminar will consider the consciousness of Christ, and the problematic unity in Christ. The work of Lonergan, Rahner, Schoonenberg, and Pannenberg will provide the main basis for the course.

Minogue TBAr *Spring*

**JSTC T-552**

### **Contemporary Christologies**

The characteristics and problems of contemporary Christologies as compared with older approaches. Close study, discussion and critique of the writings of K. Rahner, Schoonenberg and Pannenberg in this field. Prerequisites: basic Christology and Soteriology. At least three must register for credit. Guided reading, lecture and discussion. Paper required.

Doyle Th 3:30-5:30 *Winter*

**NBTS T-572**

### **Salvation**

An examination of the development of this notion, and other key related notions, in the Old and New Testaments. Then several important theological interpretations from church history and contemporary theology will be explored. Finally, students will develop their own view as to what salvation is and how it relates to present-day life and ministry.

Finger MWF 11:30-12:20 *Spring*

**LSTC T-511**

### **The Doctrine of Grace**

A seminar devoted to study of important texts in the history of theology with the intention to trace the development of the doctrine of grace and to discern if possible if that development discloses specifiable responses to changes in Western culture. Prerequisite: LSTC T-310 or equivalent.

Sittler MWF 11-11:50 *Winter*

**DIT T-503**

### **Problems in Ecclesiology**

A study in depth of some basic problems in contemporary Ecclesiology: the relation of the Church to the churches and other religions; the mission of the Church to the world; secularity, revolution and social theology; the Church and the Kingdom of God; etc. Offered in response to student interest.

Falanga TBAr *TBAr*

**CTS TEC-507**

### **Theology of Church and Ministry**

What and where is the church? What is the nature and function of an ordained ministry within the church? This seminar will focus upon the doctrine of the church and such crucial aspects of ministry within the church as preaching, sacraments, and pastoral care. Readings will include Kung, Rahner, Bonhoeffer, Barth, and H. R. Niebuhr.

Jennings W 1:30-4:30 *Fall*

**JSTC T-551**

### **Theology of Priestly Ministry**

The nature of ordained ministry in the Church has become a "disputed question" in Roman Catholic theology. The purpose of this course is to seek some guidelines and principles for fashioning a new theological interpretation of "priestly" ministry in a Roman Catholic context. Some attention will be given to the historical origins and development of this ministry, but the bulk of the time will be devoted to a variety of contemporary theologies of priestly ministry. By relating the central question to Christology and Ecclesiology, some basis will be sought for judging responsibly such contemporary issues as the "permanence" of priestly office, the appropriateness of celibacy, and the ordination of women. The format will be that of a seminar, with substantial weekly reading assignments as the basis for informed, critical discussion of the issues. Participants will be asked to write a brief paper (1-2 pages) each week, in reaction to the readings. The grade will be determined by the quality of these papers and by participation in the discussions. No term paper.

Fehr TTh 9-10:15 *Winter*

**NBTS T-571**

### **The Kingdom of God**

A survey of the development of this concept in the Old Testament, of the meaning of Jesus' proclamation that the Kingdom was "at hand," and of other New Testament perspectives on the

subject. Several important theological interpretations of the Kingdom will then be examined. In conclusion, students will be asked to develop their own theology of the Kingdom and relate it to contemporary life and ministry.  
Finger MF 3:10-4:40 Fall

DIT T-533 (2 or 3 QH)

**Eschatology**  
This course will explore the nature and significance of eschatology in Scripture and recent theology. The theology of time and history; the relationship of divine and human providence; hope; 'the last things' will be examined. The method of instruction will be seminar.  
Minogue TBAr Fall

B. THINKERS AND SCHOOLS OF THOUGHT

MTS T-419

**The Theology of Schleiermacher**  
A seminar on the major theological writings of Friedrich Schleiermacher, with a focus on the issues of theological method and constructive reinterpretation of Christian doctrines in his work. Includes an assessment of his contributions to liberal theology.  
Parker Tu 7-10 pm Fall

M/L T-437

**Seminar: Channing & Parker**  
The course will be devoted to an examination of the writings of Channing and Parker and to recent interpretations of their theological influence.  
Godbey TBAr Spring

BTS T-452

**Theology of Karl Barth**  
An inductive study of representative writings. Principal readings will be in the *Church Dogmatics*.  
Groff M 3:30-6 Winter

JSTC T-489

**Heidegger and Theology**  
A series of lectures with discussions of the early Heidegger's *Being and Time* and selected writings of the late Heidegger (*Discourse on Thinking, What is Called Thinking, etc.*). The group will consider the contribution and impact of Heidegger's thinking on questions in the theology of God, theological anthropology, and theological hermeneutics. Short reports and a final written or oral examination.  
Montague M 3:30-5:30 Winter

JSTC T-492

**Introduction to the Theology of Paul Tillich**  
A reading with lectures and discussions of selected sermons and selections from Tillich's *Systematic Theology*. Special stress on Tillich's theological method as worked out in his treatment of the New Being in Jesus as the Christ vis-à-vis man's existential estrangement, and of the role of the Spirit in meeting the ambiguities of human life and culture. Short reports and a final oral or written examination.  
Montague M 3:30-5:30 Fall

JSTC T-455

**Rahner's Theological Anthropology**  
This course is a series of lectures which treat of Rahner's *Theological Anthropology*. The following articles, which are to be found in the various volumes of *Theological Investigations*, will be treated. (1) The Dignity and Freedom of Man, II, (2) The Secret of Life, VI, (3) The Unity of Spirit and Matter in the Christian Understanding of Faith, VI, (4) Theology of Freedom, VI, (5) Guilt-Responsibility-Punishment within the View of Catholic Theology, VI, (6) Reflection on the Unity of the Love of Neighbour and the Love of God, VI, (7) Christian Humanism, IX, (8) The Experiment with Man, IX, (9) Self-Realisation and Taking up One's Cross, IX, (10) The Sin of Adam, XI, (11) Theological Observations on the Concept of Time, XI, (12) Theological Considerations on the Moment of Death, XI, (13) Institution and Freedom, XIII, (14) Experience of Self and Experience of God, XIII, (15) Does Traditional Theology Represent Guilt as Innocuous As a Factor in Human Life? XIII, (16) Theological Observations on the Concept of "Witness," XIII, (17) Ideas for a Theology of Death, XIII. The readings average about thirty pages a class. No paper is required. There will be a final oral examination of one half hour.  
Wulftange W 3:30-5:30 Spring

JSTC T-493

**Theology of Hans Kung**  
Extensive reading in the theology of Kung, especially his Christology and ecclesiology. His writings will be viewed as both reflective of, and critical of contemporary developments in Christianity and Catholicism. Accountability through participation in discussion and through brief reflection papers on the assigned readings.  
Schineller MW 2-3:15 Fall





## Theological Studies

### MTS T-414

#### Studies in Reformed Theology

A theological exploration of the distinctive character and components of Reformed theology. Emphasis upon an understanding of what "thinking within a tradition" is. Includes study of selected writings, including major figures and confessional documents. Special attention to the Confession of 1967, to determine whether and in what ways it is a Reformed document.

Burkhart W 7-10 pm *Spring*

### NBTS T-455

#### Liberal Theology

An introduction to the major theologians (such as Schleiermacher, Ritschl, Harnack, Troeltsch) and the major issues (such as the rise of biblical criticism, the alliance of Christianity and Western culture) in nineteenth-century liberal theology. The course will examine the protest of twentieth-century neo-orthodoxy against liberalism. It will conclude with each student selecting a contemporary theologian and evaluating the extent to which the themes of classical liberalism reappear in his/her work.

Finger MWF 10:30-11:20 *Fall*

### CTS TEC-410

#### Religious Existentialism

A study and evaluation of the thought of certain major existentialist writers. The work of such authors as Kierkegaard, Berdyaev, Marcel, Buber, and Jaspers is considered.

LeFevre M 7-10 pm *Fall*

### JSTC T-488

#### Introduction to Process Theology

Initial lectures, selected readings, and discussions on the process thought of Whitehead will move into a consideration of contemporary process theology and religious experience. Short reports and a final written or oral examination.

Montague M 3:30-5:30 *Spring*

### NBTS T-465

#### Theologies of Hope

An examination of movements in the late nineteenth and early twentieth century which provide the background for the contemporary theology of hope (e.g., liberal theology, the early theology of Barth and Brunner). The work of Pannenberg and Moltmann will then be explored in detail. Finally, students will have opportunity to select and work on other theologians and movements which have themes in common with the theology of hope.

Finger MF 3:10-4:40 *Winter*

### CTU T-448

#### Third World and Theology of Liberation

After locating the theology of liberation within the broader framework of the task of theology, the course will explore in depth the various dimensions of liberation theology with particular reference to the "Third World."

Fuellenbach MW 2-3:15 *Winter*

### LSTC T-456

#### Liberation Theology

This course aims to analyze the nature, function, and method of liberation theology in order that the student may become aware of its potential as serious theological discourse comparable to other classical theologies. Attention is given to some of the main theological issues and problems which can be anticipated in the study of liberation theology.

Pero TTh 10:45-12 *Winter*

### MTS T-436

#### Karl Marx and Christian Theology

This course is designed to familiarize the student with the basic work and concept of Karl Marx. Particular attention will be given to his concepts on alienation, social change, historical materialism, ideology, and his understanding of the nature and meaning of religion as well as the influence of Marx in Latin American Theology of Liberation.

García M 2-5 *Spring*

### M/L E-425

#### John Dewey: Religious Social Ethics

For course description consult Ethical Studies offerings.

Engel TBAr *Spring*

### BTS E-565

#### The Ethics of Paul Tillich

For course description consult Ethical Studies offerings.

Miller M 7-9:30 pm *Fall*

### CTS CH-580

#### Studies in the History of Christian Thought

A seminar dealing with the principal writings of a major figure. The writer will be considered both in the context of his own time and in terms of his relevance to contemporary theology. In 1978: Bonhoeffer

Jennings M 1:30-4:30 *Spring*

### JSTC T-547

#### Rahner's Theology of Trinity and Christology

This course is a series of lectures which treat of Rahner's *Theology of the Trinity* and *Christology*. The following articles, which are

## Theological Studies

to be found in the various volumes of *Theological Investigations*, will be treated. (1) Remarks on the Dogmatic Treatise "De Trinitate," IV, (2) The Theology of the Symbol, IV, (3) Current Problems in Christology, I, (4) The Eternal Significance of the Humanity of Jesus for our Relationship with God, III, (5) On the Theology of the Incarnation, IV, (6) Dogmatic Questions on Easter, IV, (7) Christology within an Evolutionary View of the World, V, (8) Dogmatic Reflection on the Knowledge and Self-Consciousness of Christ, V, (9) One Mediator and Many Mediations, IX, (10) Christology in the Setting of Modern Man's Understanding of Himself and of His World, XI, (11) Human Aspects of the Birth of Christ, XIII, (12) The Quest for Approaches to an Understanding of the Mystery of God-Man Jesus, XII, (13) Remarks on the Importance of the History of Jesus for Catholic Dogmatics, XIII, (14) The Two Basis Types of Christology, XIII. No paper is required. There will be a final oral examination of one half hour. The readings average about thirty pages a class.

Wulfange M 3:30-5:30 Fall

### JSTC T-548

#### **Rahner's Theology of the Church**

This course is a series of lectures which treat of Rahner's *Theology of the Church*. The following articles, which are to be found in the various volumes of *Theological Investigations*, will be treated. (1) Freedom in the Church, II, (2) Peaceful Reflections on the Parochial Principle, II, (3) Notes on the Lay Apostolate, II, (4) Reflection on the Concept of "Ius Divinum" in Catholic Thought, V, (5) On the Theology of the Council, V, (6) Dogmatic Notes on "Ecclesiological Piety," V, (7) The Church of Sinners, VI, (8) What Is Heresy?, V, (9) The Sinful Church in the Decrees of Vatican II, VI, (10) The Church and the Parousia of Christ, VI, (11) The New Image of the Church, X, (12) On the Relationship between the Pope and the College of Bishops, X, (13) The Presence of the Lord in the Christian Community at Worship, X, (14) On the Presence of Christ in the Diaspora, X, (15) Dialogue in the Church, X. The readings average about thirty-five pages a class. No paper is required. There will be a final oral examination of one half hour.

Wulfange M 3:30-5:30 Spring

### JSTC T-549

#### **Rahner's Theology of the Spiritual Life I**

This course is a series of lectures which treat of

Rahner's *Theology of the Spiritual Life*. The following articles, which are to be found in the various volumes of *Theological Investigations*, will be treated. (1) Reflections on the Problem of the Gradual Ascent to Christian Perfection, III, (2) Thoughts on the Theology of Christmas, III, (3) Reflections on the Theology of Renunciation, III, (4) The Passion and Asceticism, III, (5) The Church of the Saints, III, (6) Some Thoughts on a Good Intention, III, (7) The Dogma of the Immaculate Conception in our Spiritual Life, III, (8) The Comfort of Time, III, (9) The Eucharist and Suffering, III, (10) The Renewal of Priestly Ordination III, (11) The Meaning of Frequent Confession of Devotion, III, (12) Problems Concerning Confession, III, (13) The Apostolate of Prayer, III, (14) A Spiritual Dialogue at Evening: on Sleep, Prayer and other Subjects, III, (15) Priestly Existence, III, (16) The Consecration of the Layman to the Care of Souls, III, (17) The Ignatian Mysticism of Joy in the World, III, (18) Priest and Poet, III, (19) Poetry and the Christian, IV, (20) Theological Remarks on the Problem of Leisure, IV, (21) The Theology of Power, IV. The readings average about thirty pages a class. No paper required. There will be a final oral examination of one half hour. Initial session at JSTC.

Wulfange W 3:30-5:30 Fall

### JSTC T-550

#### **Rahner's Theology of the Spiritual Life II**

This course is a series of lectures which treat of Rahner's *Theology of the Spiritual Life*. The following articles, which are to be found in the various volumes of *Theological Investigations*, will be treated. (1) Some Theses of Prayer "In the Name of the Church," V, (2) The "Commandment" of Love in Relation to the Other Commandments, V, (3) The Saving Force and Healing Power of Faith, V, (4) Christian Living Formerly and Today, VII, (5) Being Open to God as ever Greater, VII, (6) Intellectual Honesty and Christian Faith, VII, (7) Do Not Stifle the Spirit, VII, (8) The Christian in his World, VII, (9) I Believe in the Church, VII, (10) On Truthfulness, VII, (11) Parresia (Boldness), VII, (12) The Works of Mercy and their Reward, VII, (13) Proving Oneself in Time of Sickness, VII, (14) On Christian Dying, VII, (15) Why and How Can We Venerate the Saints, VIII, (16) All Saints, VIII, (17) Ideas for a Theology of Childhood, VIII, (18) The Sacramental Basis for the Role of the Layman in



## Theological Studies

the Church, VIII, (19) The Position of Woman in the New Situation in which the Church Finds Herself, VIII. The readings average about thirty pages a class. No paper is required. There will be a final oral examination of one half hour.

Wulfstange W 3:30-5:30 Winter

### JSTC T-563

**Rahner's Theology of Grace, Anonymous Christianity, Development of Dogma and Mystery**

This course is a series of lectures which treat of Rahner's *Theology of Grace, Anonymous Christianity, Development of Dogma and Mystery*. The following articles, which are to be found in the various volumes of *Theological Investigations*, will be treated. (1) Concerning the Relationship between Nature and Grace, I, (2) Some Implications of the Scholastic Concept of Uncreated Grace, I, (3) Nature and Grace, IV, (4) Questions of Controversial Theology on Justification, IV, (5) Anonymous Christians, VI, (6) On the Theology of the Ecumenical Discussion, XI, (7) Atheism and Implicit Christianity, IX, (8) Church, Churches and Religions, X, (9) The Development of Dogma, I, (10) Considerations on the Development of Dogma, IV (11) The Concept of Mystery in Catholic Theology, IV. The readings average about thirty pages a class. No paper is required. There will be a final oral examination of one half hour.

Wulfstange M 3:30-5:30 Winter

### MTS T-536

**Seminar: Readings in the Philosophy and Theology of Paul Ricoeur**

Discussion of selected works of Paul Ricoeur, with stress on the question of his contribution to contemporary theological reflection. Prerequisites: introductory and intermediate work in theology, knowledge of the history of philosophy.

Mudge M 2-5 Winter

### CTU T-542

**Process Thought and Christian Faith**

A study of process insights and categories and their growing impact on contemporary theology. The main task of this introduction is seen as thematic, exploring such topics as: faith as human phenomenon; a process hermeneutic; comparisons between Whitehead and De Chardin; immanence and the principle of creative transformation; dipolar theism and the question of its adequacy; the divine relativity;

process Christology; the problem of evil, the problem of goodness. Emphasis on reading and discussion, with regular reports.

Rausch MW 3:30-4:45 Spring

### CTS TEC-533

**Contemporary Process Theology and Social Ethics**

For course description consult Ethical Studies offerings.

Schroeder Th 1:30-4:30 Spring

## C. ISSUES AND TOPICS

### MTS T-399, 499, 599

**Independent Study**

Members of the department By arrangement

### MTS T-315

**Hispanic-American Cultural Resources for Theological Reflection**

Recent writings by Hispanic authors offer cultural resources for theological reflection. Selected sources will be examined for the purpose of gleaned those contributions which lend themselves to such reflections.

Armendáriz F 9-12 Spring

### MTS T-432

**Feminist Perspectives in Theology**

The course will deal with theological developments given impetus by the women's movement, including the work of women theologians (e.g., Letty Russell, Mary Daly). These theologians will be examined in relation to systematic theology and to social theory (e.g., Peter Berger).

Adjunct Tu 7-10 pm Fall

### CTS TEC-455 (1½ QH)

**Seminar in Contemporary Black Authors in Religion**

For course description consult Ethical Studies offerings.

Rooks M 7-8:30 pm Winter

### JSTC H-416

**Patristic Interpretation of Christianity**

For course description consult Historical Studies offerings.

Burns/Haight Th 2-5 Fall

### JSTC H-424

**Medieval and Reformed Interpretations of Christianity**

For course description consult Historical Studies offerings.

Wicks/Haight MW 1:30-3 Winter

## Theological Studies

### NBTS T-454

#### Recent Theological Thought

The trends of the nineteenth century, stressing idealism, humanism, and existentialism will be surveyed as background to the twentieth century. The course will concentrate on such theologians as Barth, Brunner, Bultmann, Bonhoeffer, the Niebuhrs, Ferre, Tillich, Pannenberg, and Moltmann. Prerequisites: NBTS Systematic Theology I or equivalent or permission of instructor.

Young Th 1:10-3:40 Fall

### NBTS T-468

#### Modern Religious Movements

A study of the theological teachings of the main religious movements of today. The course will include the Adventists, Christian Science, Jehovah's Witnesses, Latter Day Saints, Unification Church, Worldwide Church of God, Theosophy, Bahai, and others.

Young Th 9:30-12 Spring

### CTU T-445

#### Theology of the Church

A study of the origins of the Church; the relation of the Kingdom to the Church; the basic images and themes in Scripture and tradition; the development of ecclesiastical office; and the relation of the Church to the world, especially in relation to the socio-political situation of "Third World" countries.

Fullenbach MWF 12-12:50 Winter

### CCTS I-425

#### Can The Church Be Christian?

For course description consult Interdisciplinary/Integrative Studies offerings.

W. Thompson/Burkhart W 2-5 Winter

### JSTC T-449

#### Experience and Theology

Experience is the ground of theology both in its beginning and in its transformations. This course will consider methods of uncovering one's own life experience, integrating that with more general experience, and using both to understand one's theology. Some lectures, readings, discussion, and personal exercises in experiential theology. A final paper integrating in more detail some area of experience and theology.

Sears TTh 9-10:15 Fall

### CTS TEC-480

#### Theology and Human Development

Reflection on the implications for a theological

understanding of human existence of a developmental perspective (developmental theory such as that of Erikson, Piaget, Kohlberg, etc. and the life stages).

LeFevre TTh 9-10:30 Spring

### CTS TEC-466

#### Psychosynthesis

For course description consult Ministry Studies: Pastoral Care and Spiritual Direction offerings.

Foster M 1-4 Fall

### MTS T-428

#### Studies in the Christian Life

A seminar examining representative approaches to selected dimensions of human existence in Christian perspective. The resources of classical and contemporary wisdom will be used, with particular emphasis to the contribution of Christian wisdom. Topics include freedom, love, joy, and responsibility. The topic for 1977-78 is love.

Parker M 7-10 pm Winter

### CTS TEC-425

#### Love and Justice in Christian Thought

For course description consult Ethical Studies offerings.

Meyners WF 1-3 Fall

### JSTC T-490

#### The Theology of Discerning "God's Will"

A study of the topic of discernment in Scripture and Tradition with a consideration of the theological issues involved in either individual or communal discernment, along with some solution to the issues. Prerequisite: basic Scripture and Systematic Theology. At least five must register for credit. Lecture, assigned readings and reports, discussion. Paper required.

Doyle/Schineller Th 3:30-5:30 Spring

### JSTC T-483

#### Everlasting Life After Death

The course is mainly concerned with these basic questions: Will men actually have life after death? What connection is there between a man's life before death and his life after death? Does a man have life immediately after death and does this life continue in an interim state that perdures until the general judgment and what kind of life is this? Does a man go on living endlessly after the general resurrection and what kind of life does he have in this final state? Textbook: *Everlasting Life After Death* (Alba House). Initial session at JSTC.

Fortman Th 1:30-3:15 Fall



## Theological Studies

### BTS T-459

#### Theology and Literary Arts

A study of various images of heroism in the American imagination through selected novels and plays. Particular attention will be given to the interplay between such themes as forest and settlement, individual and community, innocence and maturation, and the fate of the lonely "hero" in relation to the "alien tribe."

Initial session at BTS.

Groff/Allen M 3:30-6 Spring

### CTS TEC-442

#### Sociology of Religion: Historical

Primary attention is given to the theoretical frameworks of Weber and Durkheim.

Schroeder Th 1:30-4:30 Winter

### CCTS T-472

#### Communicating the Religious Message in an Age of Science

In this course the following goals will guide the study: (1) to introduce students to theologies and theologians which seek explicitly to address the contemporary scientific and technological worldview; (2) to acquaint students with basic work in philosophy of science and theological methodology which are relevant to such theological address; and (3) to assist students who are already familiar with matters represented by goals (1) and (2) further to advance their understandings in these and/or related areas. In approaching such goals two methods will be emphasized: (1) individual tutorial sessions which will help the student to advance at his/her own pace, to deal with new perspectives, and to prepare a research paper; and (2) seminar sessions which will deal with readings corresponding to the first two goals mentioned above. Readings in theology may include issues such as those raised in Peacock's *Science and the Christian Experiment*, Teilhard de Chardin's *Phenomenon of Man*, Cobb's *A Christian Natural Theology*, as well as those treated in selected works of the convenors. Readings in the methodology and philosophy of science may include issues such as those dealt with in Gilkey's *Religion and the Scientific Future*, Barbour's *Issues in Science and Religion*, Kuhn's *The Structure of Scientific Revolutions*, Margenau's *Open Vistas*. Prerequisite: at least two courses in systematic or philosophical theology, and approval of the convenors. Scientific background helpful but not necessary.

Burhoe/Riggan Th 2-5 Spring

### CCTS T-572

#### Advanced Seminar in Theology and the Sciences

The seminar is designed as a forum for papers by theological and scientific faculty and advanced students. It seeks to move toward a theology which is solidly grounded in the best of today's scientific understandings and which at the same time may be dynamic in eliciting religious feelings and behavior characteristic of the best Christian tradition whereby persons are led to appreciate the reality of God's sovereignty and grace which are manifest in envioning nature and in human forms, and to find thereby a new meaning, hope, sense of duty, and beatific perspective in God's realm.

Each weekly session will be the occasion for the presentation and critical evaluation of one or more papers *exploring an interpretation of historic religious doctrines in the light of the sciences*. Among the *historic religious doctrines* that may be interpreted are such primary Christian categories as God, Creation, Human Nature, Sin, Salvation, Church, Revelation, and Mission to the World. No specific topic is excluded per se, no matter how out of theological favor it may presently be or how seemingly incongruous with recent secular doctrine. For the seminar, *the light of the sciences* will be sought primarily through focus upon the so-called "hard" sciences that have provided a new world view or "metaphysics." These sciences include, physics, biology, sociobiology, and psychology. However, this primary focus does not exclude perspectives from the psychosocial sciences, which will also be heavily involved. At the core of this activity the seminar will explore and test a basic hypothesis: that recent scientific information suggests that evolving psychobiological and sociobiological systems require religions as value cores, that the traditional religion of each *culturetype* has been selected for the same kinds of life-producing wisdom as have been selected in the *genotypes* for all animal organisms and societies, and that all of this is generated and selected by a creative system of dynamic reality far transcending any of its creatures.

*Admission for credit:* While the seminar is expected primarily to involve the presentation of papers by faculty and advanced students, admission for credit is also open to other students

## Theological Studies

whose proposals for a paper to be presented and whose background in theology and science is deemed satisfactory by the convenors. High performance in CCTS T-472 may be deemed sufficient for admission, and capacity to discuss critically and to advance themes such as those published in *Zygon, Journal of Religion and Science* would provide excellent grounding for any participants in the seminar.

*Admission without credit:* Participation is also open to Cluster students and faculty who have a concern to become more informed about and/or to participate in this research and development program without obligating themselves to meet the specific course requirements. Such persons should inform one of the convenors in advance of their intention to participate in this manner.

*Requirements* for students taking the seminar for credit will be (1) to present an original paper of some 20-30 doublespaced pages (during one of the last five weeks of the quarter) on a topic approved by the convenors and to defend it successfully during its discussion, and (2) to present a one- or two-page critical and constructive analysis of the proceedings of each of the other papers and discussions in the seminar sessions. Sessions held at home of Dr. Burhoe, 1524, E. 59th St., Chicago.

Burhoe/Riggan Tu 7-10 pm Spring

### CCTS T-559

#### Developments in Modern Theology, Protestant and Catholic

Using a discussion-group format involving the active participation of all members, this course will investigate such fundamental Christian themes as the relationship of religion and Christianity, God and his providence and grace, Christ and the church, in selected texts from such theologians as Schleiermacher, Ritschl, Harnack, Loisy, Blondel, Barth, Tillich, Rahner, Pannenberg, Metz. Enrollment limited to 14; admission by approval of instructor.

Braaten/Haight MW 1:30-3 Spring

### CTU T-599

#### M.A. Seminar

The seminar is open to all M.A. students who are preparing their Comprehensive Examinations and/or Thesis, and others by special arrangement with the professor. It will explore theological methodology as understood by B. Lonergan and D. Tracy, as background for comparison and contrast with

methodological considerations peculiar to the student's area of specialization.

Vanasse Th 2-4:30 Fall

### CTU T-505

#### Constructing Local Theologies

A seminar geared to investigating how Christian theological themes are developed in varying situations, particularly those not part of mainstream Western culture. Students will be asked to choose a certain situation (e.g., Latino, Black, African, Japanese) and engage in reconstructing some theological themes based upon their own background in the Western Christian tradition and on experience or guided reading in the particular cultural situation. Prior consent of the instructor required for admission.

Schreiter Tu 7-9:30 pm Winter

### CCTS T-518

#### Seminar on Black Worship and Liturgical Tradition

An exploration of the potential for enrichment of the Western liturgical heritage by the Black experience of worship. Special attention will be given to basic principles of liturgical prayer as they are operative in Black worship and to the questions of liturgical "adaptation" called for in development of worship patterns truly Black and truly Catholic.

Keifer/Wright Th 2-4:30 Winter

### CTS TEC-501

#### Selfhood

A seminar considering psychological, philosophical, and theological dimensions of the problem of selfhood.

LeFevre M 7-10 pm Spring

### JSTC T-584

#### C. G. Jung and Theology

A study of the theological implications of Jungian therapy and thought focused toward interrelating psychotherapy and theology. Basic readings in Jung (more advanced for those acquainted with him), lecture and discussion on theological evaluation of him: myth and symbol, individuation process, trinity and femininity within. Accountability will be an oral exam on Jung and a paper evaluating theologically some aspect of his thought.

Sears TTh 9-10:15 Spring

### JSTC T-590

#### Mysteries of Christ's Life For Today

A consideration of the mysteries of Christ's life, death and resurrection based on the best and latest exegesis and systematic theology and

T



## Ethical Studies

pointed toward pastoral relevance, not only for liturgy but as subjects for prayer and meditation. Prerequisites: basic Christology and Scripture. Lectures and discussion. Paper required.

Doyle Th 3:30-5:30 Fall

### JSTC T-524

#### Demonology

The course aims 1) to study the so-called 'diabolic' phenomena, Possession, Magic, Witchcraft, Divination, Prophecy, Satanism (especially against the background of modern parapsychological claims), to try to determine whether they really involve 'diabolic' activity or are capable of another explanation; 2) to evaluate the biblical and ecclesial evidence for the existence of Satan and devils, since their existence is often bluntly denied today.

Fortman Th 1:30-3:15 Winter

### DIT T-590 (2 or 3 QH)

#### Directed Readings on Selected Topics

Tutorials in various subjects offered under this title. Consult professor for topic in which you are interested. Offered in response to student interest.

Falanga/Minogue TBAr TBAr

### LSTC T-610

#### The Nature of Religious Language

A study of the nature of mythic and symbolic language and its usage in biblical, theological, and liturgical materials. Readings in recent literature on the subject, from Ian Ramsay through Paul Ricoeur. For post-M.Div students. Admission of others by approval of instructor.

Sherman MW 3-4:15 Winter

### LTSC T-601

#### Graduate Theological Seminar

Graduate students in the historical and theological fields will make presentations based on their specialized interests and scholarly research. The method of the seminar will be to distribute, discuss and critically examine the papers of class participants. For post-M.Div. students. Admission of others by approval of instructor.

Braaten Th 2-4:30 Fall

### MTS T-648

#### Contemporary Problems in Theology and Ministry

The course is designed to integrate theological materials and the practical experience of the

class through the use of case-study. The cases will be made available the first day of class.

Parker July 4-8, TBAr Summer 1977

## IV. ETHICAL STUDIES

### A. METHODS AND PRINCIPLES

#### CTS TEC-321

##### Christian Ethics

Historical and contemporary Christian ethical systems with a consideration of their implications and current significance.

Schroeder MW 1:30-3 Spring

#### CTU E-370

##### Introduction to Moral Theology

This course is intended for students who have had no systematic approach to moral theology. The stress here will be on the basic principles guiding human action and attitude, in so far as they are compatible with the essentials of Christian tradition and suitable for facilitating conscience formation and decision-making in the face of modern conflicts and problems.

Nairn MWF 11-11:50 Winter

#### CTU E-374

##### Introduction to Catholic Social Teaching

This course will analyze the major social encyclicals of the 20th century as well as the documents on social justice from the II Vatican Council and the 1971 Roman Synod. Brief consideration will also be given to the history of social involvement by the American Catholic Church.

Pawlikowski W 7-9:30 pm Winter

#### DIT E-341

##### Principles of Christian Morality

The course will focus on the principles and processes involved in Christian decision making. It will consider the formation of conscience from the viewpoint of a faculty psychology, from a developmental viewpoint, and from the viewpoint of Lonergan's intentional analysis. Human freedom and responsibility will be considered in their psychological and theological dimensions. The basics of natural law and the possibility of a formal existential ethic will be treated.

Minogue WF 1-2:15 Spring

#### JSTC E-335, 336 (2 full courses)

##### Contemporary Christian Ethics I, II

Goals: to help participants develop an un-

derstanding of the sources and directions of current moral analysis in preparation for ministry in the Church of today and tomorrow. The program runs for two quarters, taken in sequence. Other than JSTC students admitted by permission of instructor.

Content: two sections of material, not coterminous with the two quarters:

1. Study of the structure of contemporary Christian Ethics by reference to its historical development in purpose, content, and method, both within and outside of the Roman Catholic tradition.
2. Exploration of a systematic and constructive Christian Ethic, both individual and social, suitable to meet the needs of today's evolving ministry. Deals with such topics as: (a) human freedom and grace within the religious context of moral decision; (b) the process of decision and the development of moral norms to direct decision within the dialogic Christian community; (c) the process of formation of conscience and of reason-giving; (d) the characteristics of virtuous or vicious decision-taking and its impact on both person and community.

Participants will share readings, lectures, and class discussions in dealing with the two sections, and will be expected to submit written reflections at the end of each section on the material covered.

Bresnahan/LaVerdiere TTh 10:30-11:45 *Fall*  
Bresnahan and Staff TTh 10:30-11:45 *Winter*

## LSTC E-310

### Christian Ethics

A study of the sources, structure, and dynamics of Christian ethics, with reference to current problems of personal and public life.

Benne TTh 10:45-12 *Fall*  
Sherman MWF 9-9:50 *Winter*

## MTS E-313

### Introduction to Christian Ethics

Through lectures, papers, and discussion, there will be an investigation into the biblical, theological and historical foundations that inform the Christian life. In this course there will be an emphasis upon fundamental questions of understanding the nature of a Christian ethic.

Stotts TTh 11-1 *Fall*

## CCTSE-451

### Christian Ethics

The aim of this course is to investigate the Christian approach to the main social issues of

today. Consideration will be given to the biblical and theological basis for social action. Central social issues, including the socio-economic and political structure, personal and civil rights, war and peace, labor and management, and interpersonal relations, will be studied. Special attention will be given to minority rights and social justice. Field trips to social institutions will be included.

Young/Hodges MWF 10:30-11:20 *Winter*  
CTU E-489

### Introduction to Jewish Ethics

The course will acquaint students with biblical and rabbinic ethics and how they compare to New Testament ethics. Attention will also be given to the works of a select number of modern Jewish ethical thinkers such as Martin Buber and Abraham Heschel. The final part of the course will briefly examine the ethical implications of certain issues in the contemporary Christian-Jewish dialogue, antisemitism among them.

Pawlikowski W 7-9:30 pm *Fall*

## DIT E-443

### Social Justice

The course will consider the social mission of the Church in the world. It will set the modern horizon via an analysis of the Enlightenment, Marxism, capitalism, and secularism. Development of papal social teaching will be examined. Political theology, Liberation theology, and Theology of the Cross will be used to focus the question of the Church's social mission.

Minogue MWF 10:10-11 *Spring*

## CTU E-471

### The Role of Experience in Moral Theology

This is an advanced systematic course that proposes to make human experience, as understood by John Dewey, the basis of an investigation into the building blocks of a moral system that both satisfies the Christian imperatives of tradition and the demands of daily living.

MacDonald MWF 10-10:50 *Winter*

## B. THINKERS AND SCHOOLS OF THOUGHT

### CTU E-487

#### The Ethical Dimensions of Marxist Humanism

The course aims at introducing the student to the way in which the problem of man is set up and resolved in Marxist thought and praxis. It will study the way in which Marxism conceives, in theory and practice, a) the objective





## Ethical Studies

foundations of man's possibilities, b) the epistemological bases for the understanding of man and of human praxis, and c) the main thought categories and socio-political structures through which a human and humanizing praxis can be realized. While based on the texts of the founders of Marxism, the course will also trace the main variations which have developed in Marxism throughout its history and which are relevant in the present situation in Europe, Asia, Latin America and Africa.

Fornasari MWF 11-11:50 Fall

### M/L E-425

#### John Dewey: Religious Social Ethics

A reconsideration of the American pragmatic tradition of social ethics through a critical analysis of selected major texts by John Dewey.

Engel TBAr Spring

### DIT E-531 (2 or 3 QH)

#### St. Thomas on Human Acts

This will be a reading course in the first forty-eight questions of the first part of the second book of the *Summa Theologica*. These questions cover the ultimate end of man, his volitional process, and his emotions. The basic methodology of the course will be reading and discussion.

Minogue TBAr Fall

### DIT E-532 (2 or 3 QH)

#### St. Thomas on Virtue and Sin

This will be a reading course on questions forty-nine through ninety-four of the first part of the second book of the *Summa Theologica*. This is a consideration of the interior dispositions and dynamics that shape human activity and life. A short treatment of the exteriorization of these dispositions and dynamics in the natural law will be presented. Familiarization with Thomistic anthropology is a prerequisite for this course. The basic methodology of the course will be reading and discussion.

Minogue TBAr Winter

### BTS E-565

#### The Ethics of Paul Tillich

A seminar study of the writings of Paul Tillich, especially the *Systematic Theology*, in order to discover his method, the fundamental concepts of his thought, and in order to assess the applicability of his ideas to contemporary issues.

Miller M 7-9:30 pm Fall

### JSTC E-535

#### Tutorial in Advanced Moral Theory

Examination of the theological writings of Karl

Rahner as they bear upon ethical theory and practice, including spiritual and social ministry, with attention to related materials of other contemporary Christian ethicists. Prerequisite: JSTC E-335, 336 or equivalent.

Bresnahan TBAr Fall/Winter/Spring

### CTS TEC-533

#### Contemporary Process Theology and Social Ethics

This seminar will focus on the writings of the people informed by the philosophical theology of A. N. Whitehead. The writings will be selected from the work of such representative figures as William Beardslee, John Cobb, David Griffin, Charles Hartshorne, Bernard Lee, Bernard Meland, Schubert Ogden, Norman Pittenger, and Daniel Day Williams.

Schroeder Th 1:30-4:30 Spring

## C. ISSUES AND TOPICS

### M/L E-321

#### American Civil Religion

A consideration of three fundamental historical strands in American Civil religion — biblical, Transcendentalist, and technological — and their implications for contemporary social ethics.

Engel TBAr Fall

### M/L E-395

#### American Civil Religion and Unitarian Universalism

An inquiry into the varying social and theological relationships between the American democratic faith and the Unitarian and Universalist religious movements.

Engel TBAr Winter

### LSTC E-432

#### Human Destructiveness: Psychological, Sociological, Theological Dimensions

A study of the phenomenon of violence in contemporary life, with attention to both personal/interpersonal and institutionalized forms, and using categories of analysis from various disciplines. Evaluation of the use of violence as a means of social change and of the effects of violence in films and television.

Sherman M 7-10 pm Spring

### CCTS E-489

#### The Church's Peace Ministry: Issues and Perspectives

What can the churches contribute to world peace? What understandings of world peace might guide religious thought and action toward

## Ethical Studies

a world without war? What theological and political standards are involved in setting limits and determining priorities for peace activities? How can the concern for world peace become a regular part of ministry at every level of church life? Eight Chicago-area seminary faculty including the instructors of this course have met regularly as the curriculum development task force of the World Without War Council—Midwest to design a course addressing these questions. The course is expected to treat such topics as: the global political conditions for peace; the means and limits of citizen action for peace in the United States, with special emphasis on the role of the churches; and the theological bases for, and meanings of, the issues of global politics and citizen action. Class sessions will be held at North Park Theological Seminary, 5125 N. Spaulding Avenue, Chicago. Nelson/T. Thompson/Cluster Faculty *Spring*

M 3:30-6

### CCTSE-401

#### Theological Assessment of Contrasting Human Rights Traditions

A critical assessment of the complementarity and contrast of American civil religion's focus on personal civil rights and of the focus of Marxist forms of liberation theologies on social and economic rights, from biblical and theological perspectives. The course will be taught by an ecumenical faculty team related to the Faith and Order Commission of the National Council of Churches. Class sessions will be held at Garrett-Evangelical Theological Seminary, 2121 Sheridan Road, Evanston.

Will/Cunningham/Miller

*Fall*

Pawlikowski/Rigdon

Sept. 30-Oct. 1,

Nov. 4-5, Dec. 2-3

F 2:30-5:30, S 9-4 pm

### BTS E-469

#### Justice Issues in the Church

An examination of the biblical concept of justice, and a consideration of several justice issues confronting the church today, from among topics such as criminal justice, human rights, triage ethics, energy distribution, and ethics of investment.

Miller

Th 9:30-12

*Winter*

### CTS TEC-425

#### Love and Justice in Christian Thought

A critical and constructive analysis of these ideas on the basis of an examination of the thought of Augustine, Aquinas, Luther, R.

Niebuhr, Tillich, and Daniel D. Williams.

Meyners

WF 1-3

*Fall*

### NBTS E-452

#### The Church and Social Change

A study of the role of the Christian Church in affecting social change, both in the past and the present. A significant part of this study will focus on the roles of black churchmen and black congregations as change agents.

Blanford

Th 7-9:30 pm

*Spring*

### LSTC E-435

#### Christianity and Capitalism

This course will first trace the historical relation between the Christian faith and the development of capitalism. It will then move toward contemporary interpretations—both positive and negative—of modern capitalism, and conclude with a critique dealing with this question: How compatible is the Christian ethic with the capitalist system?

Benne

MW 1:30-2:45

*Fall*

### CTU E-482

#### Moral Dilemmas about Human Life

This course attempts to relate the traditional concerns of medical ethics, including that of abortion, with such current issues as providing for and safe-guarding patient rights, computing the moment of death, genetic counseling and bio-ethics as it looms on the horizon.

MacDonald

TTh 10:30-11:45

*Spring*

### CTU E-481

#### Sexual Ethics for the Christian

This offering treats of sexuality and sexual behavior in the unmarried Christian. It intends to develop the kind of pastoral attitudes that will serve to guide Christian people, both in the development of attitudes toward sexuality, and positions toward sexual conduct, including premarital sex and homosexuality.

MacDonald

MWF 12-12:50

*Spring*

### LSTC E-430

#### Ethics of Sex

A course aimed at examining, from a Christian point of view, issues dealing with the realm of the sexual—premarital sex, marital fidelity, homosexuality, gender, sexism, etc.

Benne

TTh 12:30-1:45

*Winter*

### CTS TEC-455 (1½ QH)

#### Seminar in Contemporary Black Authors in Religion

A critical reading of such authors as J. and C. Cone, Roberts, Wilmore, and Jones.

Rooks

M 7-8:30 pm

*Winter*

E



## Ethical Studies

MTS E-435

### **Women, Social Issues and Ethical Decision-Making**

The course will combine historical, cultural background, socio-economic analysis and practical discussion and models of decision making. For each problem studied there will be background lectures on the cultural ideologies which have influenced our thinking on the subject, including biblical, theological and general cultural materials. All of this received material will be critiqued. The socio-economic context of each problem will also be studied. Each student will work on a concrete case study in a specific area and present it to the class as an example of ethical decision making under particular circumstances. Much of the work of the class will come to a focus in the discussion of these case studies. Each student will also be expected to investigate one community agency that is dealing with a particular issue. These investigations will be reported to class. There will be an effort to draw up a profile of such groups working in the the Chicago area and the strengths and deficiencies of such available groups for women's needs. Issues treated in the course will be drawn from the following areas: control of one's own body, violence, the individual and the couple, the domestic role of women, the home-work dichotomy and women at work. Prerequisite: one course in women's studies or background reading to be specified by the instructor.

Ruether M 7-10 pm *Spring*

DIT E-545 (2 or 3 QH)

### **Freedom and Responsibility**

This seminar seeks to explore the reality of human freedom from a personal, theological, and communal dimension. The implications and structures of responsibility in classical and modern horizon will be examined.

Minogue TBAr *Spring*

CTU E-588

### **The Mystery of Christ and Moral Structures**

This seminar is designed to study the implications of Christology for moral theology. The main sources for this study will be the work of Catholic and Protestant moralists, though, hopefully, something of an interdisciplinary flavor will also be added. The moral structures in question are issues such as law, conscience, sin, freedom and responsibility.

MacDonald TTh 12-1:15 *Fall*

CTU E-584

### **Moral Issues in Economics and Business**

A brief introduction to modern economic theories; the relationship between Christianity and the origins of modern capitalism; a Christian critique of capitalism; the Corporate Responsibility movement. Approximately one-half of the course will be devoted to case studies of typical problems confronting businessmen today with a view to attaining group consensus about the just solutions to these issues. Requirements: preparation of case study materials; participation in class discussion; take-home exam or term paper of about 20 pages.

MacDonald/Pawlikowski Th 2-4:30 *Winter*

CTU E-577

### **Ethics and United States Foreign Policy**

After a brief overview of forces that have shaped the various trends in American foreign policy, the course will examine several important issues in current debates about foreign policy today. These will include human rights and foreign policy, intervention in other countries, foreign aid vs. development; food and foreign policy. The course will also treat of various viewpoints from ethicists as to how the conduct of foreign policy can be made more moral in tone.

Pawlikowski TTh 12-1:15 *Spring*

CTU E-580

### **The Theology and Ethics of Christian Marriage**

This is an interdisciplinary study offering an overview of marriage in terms of its rich Christian tradition (Scripture, the Fathers and liturgical rites) and also attempting to systematize this material in view of reaching ethical decisions that are sensitive to such modern problems as divorce, contraception and new styles of marital relationship.

MacDonald TTh 9-10:15 *Fall*

DIT E-546 (2 or 3 QH)

### **Medical Ethics**

This seminar will review a traditional Catholic manual on medical-moral problems. A thorough analysis of the principle of double-effect will be attempted. Current theological thinking on the issues of care for the dying, experimentation and genetic manipulation, sterilization will be examined.

Minogue TBAr *Winter*

## World Mission Studies

### JSTC E-538

#### Legal Reasoning and Theological (Ethical) Reasoning

Seminar to investigate similarities and differences between the manner in which common-law judges deal with decision-taking and reasoning (in such matters as the right of privacy, freedom of speech, divorce, capital punishment, abortion), and the way in which ethicists, particularly theological thinkers, approach the same or related issues. Emphasis will fall upon the possibility of cross-fertilizing between theological reasoning and legal reasoning in the context of distinctively pragmatic, North American characteristics of mind. Participants will be encouraged to add their own special interests in methodology to the comparison. Common readings and discussion of examples allowing comparison will be followed by oral reports on areas of individual choice according to the interest of each participant, and by a final written reflection. Minimum enrollment: 10.

Bresnahan M 7:30-9:45 pm Fall

### JSTCE-533

#### Social Ethics and Legal Institutions

Seminar to explore the relationship between ethical theory and practical, contemporary problem areas of legal regulation of human activity. An initial examination of selected aspects of the "natural law" tradition and of contrasting legal positivism through common readings and discussion, will be followed by choice of a particular problem area in legal regulation of human activity, preparation of an oral presentation, and final written expression of some dimension of the participant's reflection on the problem. Such questions as criminal correction, abortion, prostitution, pornography, equal access to the courts, environmental pollution, planning of mass transportation, commitment procedures for the mentally ill, civil disobedience, conscientious objection, military justice system, political corruption, use of violence by police, can be chosen with a view to evaluating the present effectiveness of legal regulation and to suggesting alternative programs. Maximum enrollment: 12.

Bresnahan M 7:30-9:45 pm Winter

### DIT E-590 (2 or 3 QH)

#### Selected Topics

Tutorials in various subjects are offered under this rubric. Consult professor for topic in which you are interested. Offered in response to

student interest.

Minogue TBAr TBAr

### LSTC E-610

#### Eros and Agape

A seminar aimed at clarifying the kinds or forms of love. Study will focus on Nygren's *Eros and Agape* and Outka's *Agape*. For post-M.Div. students. Admission of others by approval of instructor.

Benne Th 2-4:30 Spring

## V. WORLD MISSION STUDIES

### CTU T-320

#### Phenomenology of Religion

For course description consult Theological Studies offerings.

Schreiter MWF 10-10:50 Fall

### CTU T-331

#### Culture and the Experience of God

For course description consult Theological Studies offerings.

Pero MW 12-1:15 Spring

### LSTC W-310

#### World-Wide Christian Missions: An Introduction

An introduction to significant theological issues and concrete expressions of mission in one world today. An effort is made to develop a holistic view of mission in ecumenical perspective. Attention is given to Lutheran Church in America world mission and ecumenical involvement.

Scherer MWF 11-11:50 Fall

### NBTS W-321

#### Introduction to the Mission of the Christian Church

This course provides a basis for understanding the theological foundation for the Christian's mission as an individual and as a member of the Community of Faith through reading in biblical materials, theology and missiology. The student will be made aware of the need to relate the content of the faith through the culture of the recipient. Case studies from various mission endeavors will be utilized.

McIntosh Th 1:10-3:40 Winter

### CTU H-307

#### Christianization of Europe

For course description consult Historical Studies: Medieval offerings.

Nemer MWF 9-9:50 Winter

W



# World Mission Studies

## CTU W-330

### Cultural Orientation

A guided reading course open only to CTU students engaged in CCTS I-560: Cross-Cultural Communication. The course provides guided reading in the social, historical, political and religious background of the country for which the student is preparing.

Staff TBAr *Spring*

## CTU B-490

### Biblical Foundations of Mission

For course description consult Old Testament offerings.

Senior/StuhlmueLLer MW 2-3:15 *Fall*

## CTU T-445

### Theology of the Church

For course description consult Theological Studies offerings.

Fuellenbach MWF 12-12:50 *Winter*

## LSTC W-416

### Evangelism and Church Growth

Briefly touching on the biblical basis, history and theology of evangelism, the course concentrates on a broad range of current evangelism methodologies, e.g., personal, small group, campus and youth, preaching, parish renewal, pastoral, enabling of laity, urban, etc. Premises and priorities of the church growth movement are examined along with diagnostic aids, tools of measurement and evaluation of results.

Scherer TTh 12:30-1:45 *Winter*

## CTU W-440

### Christianity in World History: the Question of Prophecy Today

To provide a basis for discussion this seminar will first scrutinize Arend Th. Van Leeuwen's hypothesis on the development of Western civilization and its consequences for the contemporary mission of the Church. Once this theory is understood and critiqued the course will examine how Old Testament prophecy relates to a prophetic stance in today's world. Particular attention will be given to the question: is the "prophet" today a maker of history or a witness to transcendence?

Boberg MW 3:30-4:45 *Winter*

## CTU H-422

### 19th Century Imperialism and World Mission

For course description consult Historical Studies: Modern offerings.

Nemer MWF 11-11:50 *Spring*

## LSTC T-456

### Liberation Theology

For course description consult Theological Studies offerings.

Pero TTh 10:45-12 *Winter*

## CTU T-448

### Third World and Theology of Liberation

For course description consult Theological Studies offerings.

Fuellenbach MW 2-3:15 *Winter*

## LSTC W-417

### America in Third World Perspective

Frustrations with health care, a crisis in educational systems, the slow pace of women's liberation, questions about the meaning of work, and the role of religion in society and culture: these are vital areas of concern in America and throughout the world. Using a comparative method, the course will examine approaches to these five problems in Third World countries with different social systems — People's Republic of China, Tanzania, and Cuba — in order to gain perspective for dealing with the same problems in America.

Scherer MW 1:30-2:45 *Spring*

## LSTC W-415

### Faith and Culture in Japanese Perspective

A consideration of some problems faced by Japanese Christians, such as their relationship to the state, to the common religions and customs of the community, and to various religious concepts, aimed at increasing self-understanding by the encounter with different cultural perspectives. Application will be made to the problem of confessing the faith within the student's own cultural context.

Ishii TTh 12:30-1:45 *Fall*

## CTU E-487

### The Ethical Dimensions of Marxist Humanism

For course description consult Ethical Studies offerings.

Fornasari MWF 11-11:50 *Fall*

## MTS T-436

### Karl Marx and Christian Theology

For course description consult Theological Studies offerings.

García M 2-5 *Spring*

## LSTC W-427

### Christian Faith and the New Religions

The course seeks to comprehend the attractiveness of some "new religions" and Eastern cults which challenge Christian churches on

## Ministry Studies: Nature and Functions of Ministry

their home ground. Selected new religions will be studied from various perspectives, and issues raised for Christian faith and pastoral leadership, especially among youth, will be examined. Local resources and field trips will be utilized.

Scherer TTh 12:30-1:45 *Spring*

### CTU T-441

#### Christology and Cultures

For course description consult Theological Studies offerings.

Schreiter MWF 12-12:50 *Fall*

### CTU T-436

#### Eschatology and Eschatologies

For course description consult Theological Studies offerings.

Schreiter MWF 10-10:50 *Spring*

### CTU W-497

#### Mission Integration Seminar

This seminar is limited to students returning from a cross-cultural program. Building on their recent experience and present reenculturation process, this seminar will help the participants to recognize the particular dynamics of the reenculturation process and through group support and critique to use these dynamics to integrate and further develop their Christian commitment, ministerial identity, and missionary formation.

Staff By arrangement only *Fall*

### CTU W-545

#### Cultural Anthropology

Introduction to essential concepts of cultural anthropology with application to missionary work.

Barbour W 7-9:30 pm *Fall*

### CTU W-535

#### Development of the Christian Community

After a brief survey of the biblical/theological basis, this seminar type course emphasizes the sociological factors that bear on the process of Christian community formation and its relationship to community development on the socio-economic plane.

Boberg MW 3:30-4:45 *Fall*

### CTU T-505

#### Constructing Local Theologies

For course description consult Theological Studies offerings.

Schreiter Tu 7-9:30 pm *Winter*

### CTU W-563

#### Religious Education in Cross-Cultural Perspective

Research seminar in religious educational systems among Black, Latino, and Native American children with 1) inquiry into the traditional religious educational systems offered to white children and its impact on minority children; 2) focus on a minority church which has developed or is in the process of developing a minority educational system, and study of the uniqueness of this process; 3) identification and assessment of minority religious educational model(s) which can be instrumental in guiding further research in this area. (Limited to students with previous experience in religious education and in cross-cultural ministry, or with consent of instructor.)

Barbour W 7-9:30 pm *Winter*

### CTU W-530

#### Research Seminar in Area Studies

Individually guided reading program in the history and culture of specific countries, as well as their present social, economic and religious situation.

Boberg F 2-4:30 *Winter*

### CCTS E-560 (2 or 3 full courses)

#### Cross-Cultural Communication: Intensive Unit I

For course description consult Interdisciplinary/Integrative Studies offerings.

Armendáriz/Barbour/ M 9-3 *Spring*

Boberg/Pero W 3:30-9:30 pm

## VI. MINISTRY STUDIES

### A. NATURE AND FUNCTIONS OF MINISTRY

#### JSTC M-383

##### Effective Pastoral Ministry I

Two theoretical orientations are making important contributions to the emerging understanding of contemporary ministry: (1) the theological disciplines through renewed understanding of revelation, ecclesiology and the variety of ministries in the Christian tradition, and (2) the behavioral sciences through a better understanding of leadership styles, communication skills and the strategies of organization development. This experience-based course will call upon these two forces to serve as the context in which the participants' awareness of their own ministry and confidence in that ministry is heightened, and constructive alternatives to ineffective styles of ministry are





## Ministry Studies: Pastoral Care and Spiritual Direction

suggested. The one-on-one ministerial context will be emphasized. Special attention will be given to the assessment and enhancement of the basic skills of learning, assertion and self-disclosure. Auditing or late registration not permitted.

Myers/Egan/Sears      W 12:30-3:20      *Fall*

### JSTC M-384

#### Effective Pastoral Ministry II

This course continues the cognitive and experiential skill development begun in Effective Pastoral Ministry I. Ministry to primary groups, task groups, and community provide the context in which the skill components of group process, need assessment, conflict resolution, and systematic planning will be exercised. Differences and relationships between these three contexts will also be discussed. Auditing or late registration not permitted. Prerequisite: JSTC M-383.

Myers/Egan/Sears      W 12:30-3:20      *Spring*

### M/L M-391

#### Introduction to Liberal Church and Ministry

A continuing seminar exploring models and problems for the practice of the liberal ministry today in its various associational contexts.

Meserve      TBAr      *Fall*

### NBTS M-375

#### Ministerial Duties

The course explores the whole concept of the ministry and its duties. The organization and program of the local church receives attention in its relation to the community, the denomination, and the world mission.

Buzzard      MWF 10:30-11:20      *Spring*

### NBTS M-371

#### Contemporary Evangelism

This unit focuses on the evangelistic mission of the church for today. It gives special attention to effective means by which the outreach of the church can be extended in our society. The course seeks to maintain a practical emphasis which keeps in mind the needs of the local parish.

Brown      Th 1:10-3:40      *Fall*

### CTS CM-305 (1½ QH)

#### Ministry in the Black Church

An examination of the role and function of the Black minister in the U.S., including varieties of ministry and differences of style among them.

Rooks      M 3:30-5      *Fall*

### MTS M-310

#### Women in Ministry

An introductory course designed for women who want to explore the opportunities, problems and concerns encountered by women in ministry. Students will be introduced, through dialogue and interviews, to the varieties of ministries in which women are engaged (e.g., chaplaincy, staff and administrative positions, pastor, campus ministry). The meaning of ordination, role expectations and the dynamics of sexism will be discussed. Special attention will be given to preaching, liturgy, theology and counseling from the woman's perspective.

A. Hayes/Prasse      MW 2-4      *Fall*

### NBTS M-462

#### Hispanic Ministry

The course will focus on the special concerns and issues of Hispanic ministry, particularly in an urban setting.

TBAr      M 7-9:30 pm      *Winter*

### NBTS M-461

#### Ministry of the Laity

An exploration of the ministry of the laity including theological and historical perspectives as well as contemporary trends in the life of the church. Styles of enabling and equipping ministry of the laity will be explored.

Buzzard      Th 7-9:30 pm      *Winter*

### BTS M-580

#### Pastoral Leadership

A study of the liturgical and organizational responsibilities in pastoral leadership in the free church tradition. Enabling the church in its worship and witness incorporates a theology of leadership, an analysis of ministry roles and administrative practices, development of local and trans-local missions, and preparation of such corporate services as the wedding, funeral, dedication, baptism, communion, and ordination. Denominational and community resources are utilized.

Kennel      MW 10:30-12      *Spring*

## B. PASTORAL CARE AND SPIRITUAL DIRECTION

### NBTS M-391

#### Personality and Religion

The development process of maturation and growth is studied from the perspectives of the four streams of psychoanalytic; behavioral, existential, and social psychology with continuous correlation of theological perspectives

## Ministry Studies: Pastoral Care and Spiritual Direction

on the nature of man. The focus is on growth in personhood and in skills in pastoral counseling.

Augsburger Tu 1:10-3:40 *Winter*

### CTU M-330

#### Pastoral Care in the Church

Basic history, theology, dynamics and techniques of pastoral care with emphasis placed on the role of the minister in his/her encounter with people. Topics to be considered: pastoral care in historical and theological perspective; the minister's self-image and his/her capacity to care; the minister as professing professional; basic principles of pastoral care; special areas of pastoral concern during normal development and times of crisis. The purpose of this course is to introduce the student to the discipline of pastoral care and to set a broad foundation from which the student can move on to more specialized courses.

Mallonee MWF 9-9:50 *Fall*

### LSTC M-320A, B, C

#### Ministry in Pastoral Care

A foundational course in pastoral ministry consisting of correlation of historical and theological perspectives for pastoral care, as well as contemporary situation-oriented workshops. Students are assigned to groups of selected parishes for supervised field work. Regular consultation between classroom and field staff as well as periodic inclusion of field work staff in classroom workshops provide for an integrated classroom-field approach.

Swanson or Anderson MW 8-9:50 *Spring*

Kukkonen MW 11-12:50 *Spring*

### BTS M-380

#### Counseling I: Religion and Psychotherapy

The course will be a study of the contributions of psychotherapy to the theological understanding of the person. This will include a survey of various developmental (personality) theories, the description of psychopathology in terms of origin, nature, and prognosis, and a presentation of a model theory that can be useful in pastoral counseling. The course will also be a brief introduction to the theory of pastoral counseling.

Royer Th 10:30-1 *Fall*

### NBTS M-392

#### Basic Types in Pastoral Counseling

Basic principles of therapeutic interaction in the pastoral ministry of counseling, utilizing theory, case studies, case presentations by students, and

experiential opportunities for growth.

Augsburger Tu 1:10-3:40 *Fall*

### MTS M-311

#### Empathy Skills in Ministry

This is a basic course in empathy training—i.e., learning to better understand what others are trying to communicate to us and letting them know that we understand. Various exercises of increasing complexity, involve "live" role playing, tape recordings, and video tapes. Some attention will be given to basic communication theory, but the emphasis is on developing capacity for empathy.

Stettner F 9-12 *Winter*

### MTS M-341

#### Dynamics of Family Life

A review of current developments in family life in our culture, reflection on how we understand these developments theologically, and implications for pastoral care including possible use by the pastor of such techniques as Parent Effectiveness Training, Transactional Analysis, Conjoint Family Therapy, etc.

Stettner Th 11-1 *Winter*

### CCTS M-335

#### Ministry Lab: The Sick

For course description consult Supervised Ministry offerings.

Stettner/Ashby F 2-4 *Fall*

### MTS M-336

#### Ministry Lab: Troubled Youth

For course description consult Supervised Ministry offerings.

Stettner F 2-4 *Winter*

### MTS M-337

#### Ministry Lab: Older Persons

For course description consult Supervised Ministry offerings.

Stettner F 2-4 *Spring*

### DIT M-404 (2 QH)

#### Psychology of Religion

What are the significant data of religious experience? Which data or experiences are of religious significance? The course will deal with these basic questions, aiming at developing habits of attention to significant data and categories for the organization of data that will facilitate theological reflection on it.

Schultz TBAn Intensive *Winter*

### BTS M-480

#### Counseling II: Introduction to Pastoral Counseling

**M**



## Ministry Studies: Pastoral Care and Spiritual Direction

The theology of pastoral counseling in relation to the various ministries of the church will be explored. Counseling will be studied in terms of (1) counseling skills, (2) the nature of the counseling relationship, (3) the ministerial identity, and (4) the theological dimensions of counseling. BTS M-380 or equivalent is a prerequisite.  
Royer Th 3-5:30 Spring

### CTU M-400

#### Sources of Pastoral Psychology

This course is neither an introduction to bibliography nor a survey, but an exercise in the reading of and working with the principal sources of pastoral psychology, as found in Freud, Jung, and the originators of the more contemporary human potential movement.  
Newbold TTh 9-10:15 Winter

### CTU M-405

#### Basic Types of Pastoral Counseling

A discussion of the basic types of pastoral counseling in terms of goals, techniques and practices. A presentation and discussion of some typical situations in pastoral care. Enrollment limited to 15.  
Newbold TTh 9-10:15 Fall  
Mallonee TTh 9-10:15 Winter

### CTU M-406

#### Practicum in Basic Types of Pastoral Counseling

A prerequisite for this offering is CTU M-405, or equivalent. The course is a practicum; with emphasis on reality practice roleplay, relative to specific types of pastoral counseling situations. Follow-up is offered in the form of evaluation sessions. Verbatim reports will also be required, and evaluation will be given in both individual and group sessions.  
Mallonee F 2-4:30 Spring

### CTS CM-415

#### Being and Caring

Theological and psychological implications of the experiences of being and caring for personal growth and ministry.  
Anderson W 7-10 pm Fall

### DIT M-406 (2 QH)

#### Group Process in the Life of the Church

Intensive experience of group life and group process. Participation in group experience: observation and reflection upon the process of group formation, life and dynamics, with application of group process to doctrine of Church.  
Schultz TBAn Intensive Fall

### NBTS M-492

#### Conflict Management

Exploration of approaches to conflict, conflict resolution, and conciliation skills from the perspectives of communication theory, therapeutic communication, the dynamics of intra-personal, intra-group, intergroup conflict. Prerequisite: two courses in pastoral care or one quarter of C.P.E.  
Augsburger Th 1:10-3:40 Fall

### BTS M-489

#### Seminar: Marriage Enrichment

The seminar will study the basic philosophies and the presuppositions of Marriage Enrichment. The teams will plan the details for and take part in one or two weekend Marriage Enrichment Workshops in cooperation with the instructor and spouse. Students and spouses are expected to enroll as teams. Single students will enroll with partners of the opposite sex. Meetings of the seminar will be on an irregular schedule as required for the workshop planning.  
Royer Th 7-9:30 pm Spring

### MTS M-416

#### Sexual Dynamics in Relation to Pastoral Care and Counseling

For men and women who will be giving and receiving pastoral care and counseling. The practice of pastoral care and counseling requires awareness of and skill in handling the dynamics arising from sexuality, sexual identity and sexual roles. The course will include, but not be limited to, consideration of the effect of the social and cultural context on mental health; the "double standard" in mental health for women and men; dynamics of interaction between men and women in the pastoral care setting; and pressures for change in the practice of pastoral counseling arising from the changing role perceptions and expectations for women and men in church and society.  
A. Hayes MW 11-1 Spring

### MTS M-406 (half course)

#### The Pastor and Community Mental Health

The purpose of this course is to explore the pastor's preventive role in the area of mental health. It will deal with basic principles of community mental health, identification of mental illness, knowledge of community resources, techniques of referral, and the functions of a congregation as a therapeutic community. There will be lectures, discussion, reading and field trips.  
Stettner Tu 2-4 Spring

## Ministry Studies: Pastoral Care and Spiritual Direction

### CTS CM-438

#### The Middle Age Crisis

An examination of the developmental tasks and crises of the middle years of life. Female and Male experiences with marriage, vocation, family, and life's meaning will be explored. The response of the church and ministry to these persons will be studied.

Anderson TBAr Spring

### CTU M-411

#### Biblical Spirituality

This course will explore the different ways Scripture deals with questions of spirituality. In particular certain key themes will be investigated: holiness, grace, sin, death, in Christ, Spirit. These will be related to life within the community as the *locus* for spiritual life.

Isabell MW 3:30-4:45 Winter

### CTU M-410

#### Ministering to Spiritual Growth

This course presupposes a rather good background in theology. The question addressed is: how can a person develop his or her relationship with God? After exploring the various models of direction theologically and historically, the course moves into an exploration of spiritual growth and its requirements, a consideration of the means available to promote it and a practical dealing with cases.

Isabell MW 3:30-4:45 Fall

### CTS CM-451

#### Gestalt Therapy and Religious Experience

An exploration and experiencing of Gestalt Therapy as one way of understanding contemporary religious experience.

Anderson W 7-10 pm Winter

### CTS TEC-466

#### Psychosynthesis: Dreams, Fantasy, and Religion

An exploration of a powerful new method of psychotherapy and education that utilizes symbolic visualization, art, meditation, music, dreams, fantasy, movement, and a method that is particularly congenial to theological and religious perspectives.

Foster M 1-4 Fall

### LSTC M-436

#### Guilt and Grace

A study of the contributions of psychology and theology to the understanding of the problem of guilt and its resolution. The course is set up in such a way as to encourage and facilitate group teaching and learning. Enrollment limited to 12;

admission by approval of instructor.

Kukkonen MW 1:30-2:45 Fall

### LSTC M-491, 492, 493

#### Tutorial in Pastoral Counseling

For course description consult Supervised Ministry offerings.

Swanson/Brooks/OttoTBArFall/Winter/Spring

### MTS M-421, 422, 423, 424

#### Clinical Pastoral Education

For course description consult Supervised Ministry offerings.

Fall/Winter/Spring/Summer

### M/L M-408

#### Case Studies in Psychology and Religion

The founders of clinical pastoral education urged the centrality of the study of "living human documents." Several theorists of personality and psychotherapy (e.g., Jung, Maslow, Sullivan) give us little or no extended case histories as data. Other theorists (Freud, family therapists) provide rich cases as evidence for their constructs. Several recent schools of therapy have made their critique of more classical approaches by means of a reexamination of the seminal cases of the earlier schools. Some claim case studies are empirical data; James Hillman, however, speaks of the case history as a new form of rhetoric. This course will consider the uses of the case study as a fundamental learning tool and methodological approach in psychotherapy and pastoral counseling. Issues to be addressed include the role of diagnosis, the nature of empiricism, the place of the idiographic approach in social science and theology, and the hermeneutical problem. The course will consider a different case each week, including cases taken from Freud (Dora, Little Hans, Anna O.), M. Schatzman (Schreber), Erikson (Luther), Laing (the Danzigs), Russell Dicks, Richard Cabot, and H. Nouwen.

Schneider TBAr Fall

### CCTS M-501

#### Symposium in Psychology and Religion

This course will focus on some person, topic, or issue of current interest in the broad field of psychology and religion, and will be different each time it is offered. Instructors from Cluster schools, experts on pertinent subjects, or representatives of other religious groups may be involved. The particular focus for the course will be announced at least one quarter in advance. There are no specific prerequisites for the course, but it is assumed that students will

M



## Ministry Studies: Pastoral Care and Spiritual Direction

have had other courses in the field.

Stettner/Cluster Pastoral Care Faculty      *Spring*  
W 2-4

### BTS M-582

#### Introduction to Group Counseling and Therapy

Attention will be given through the structure of the seminar to the theory of group counseling and therapy and the implication for ministry. Each student will serve as counselor to a group at least twice. Each student will also select a theme relevant to the subject and present a paper to the seminar on that theme. BTS M-480 or equivalent is a prerequisite.

Royer      F 1-3:30      *Fall*

### LSTC M-520

#### Group Dynamics and Group Therapy

Emphasis upon the learning and therapeutic experiences amidst the dynamic interactions and interpersonal relations of an ongoing group situation. Psychological and theological reflection as well as a consideration of communication theory. Requirements include outside reading and final evaluation. Prerequisite: LSTC M-320 or equivalent.

Swanson      MW 8-8:50      *Fall*

### LSTC M-521

#### Marriage and Family Counseling

A course aimed at the preparation of the pastor for his or her predominant type of counseling. Attention will be directed to theories and practices in present-day conjoint and family therapies. Some consideration will be given to pre-marital education, divorce, sexuality, and the sociology of marriage. Limited enrollment; admission by approval of instructor. Prerequisite: LSTC M-320 or equivalent.

Swanson      MW 8-9:50      *Winter*

### NBTS M-591

#### Marital and Family Therapy

Theory and therapy of the marital dyad, the family triangles of conflict, and the family as a system. Conjoint Therapy and General Systems theory provide the working base for both study and experiential practice from the pastoral perspective. Prerequisites: Personality and Religions and Basic Types in Pastoral Counseling or equivalent.

Augsburger      Section 1: Tu 1:10-3:40      *Spring*

Augsburger      Section 2: Th 1:10-3:40      *Spring*

### CTU M-508

#### Existential Psychotherapy and Pastoral Practice

This course examines the important influence that existential philosophy has come to have

upon the development of psychotherapy. Emphasis will be placed upon the contributions to psychotherapy made by the existential analysis and interpretation of individual experience in a crisis society. The authors studied will be: Paul Tillich, Ludwig Binswanger, Medard Boss, Thomas Hora, F. J. J. Buytendijk, Rollo May and Eugene Kahn.

Newbold      W 7-9:30 pm      *Winter*

### NBTS M-592

#### Existential Pastoral Psychotherapy

An advanced course in pastoral counseling specializing in existential approaches to psychotherapy with a primary focus on Gestalt theory and practice. The course will be evenly divided between didactic and experiential approaches. Limited to 12 advanced students with prerequisites of Personality and Religion and Conflict Management or equivalent. Admission by approval of instructor.

Augsburger      Th 1:10-3:40      *Winter*

### DIT M-548 (2 QH)

#### Spiritual Direction

A study of the purpose and object of spiritual direction; varying models of spirituality; discerning the patterns of spirituality in self and others; methods of spiritual direction.

Hartenbach      TBAr      *Spring*

### JSTC M-594

#### Dynamics of the Spiritual Exercises

This lecture, reading and discussion course will focus on the theological and psychological dynamics of the Spiritual Exercises of St. Ignatius Loyola. Seen as a radical gospel or conversion experience, the Spiritual Exercises will be considered as an articulation of Ignatius' conversion experience and in the light of present psycho-theological understanding of conversion. Prerequisites: a personal familiarity with the Spiritual Exercises either through the experience of directed retreats or through personal study of them. Requirements: participation in class discussion and a paper.

Robb      Th 2-4:45      *Winter*

### BTS M-581

#### Seminar in Advanced Pastoral Counseling

The student will be asked to maintain a counseling relationship throughout the quarter, giving periodic "case reports" to the seminar. These will be explored in terms of (1) the development of the counselee's problem situation, (2) the dynamics of the counselor's personhood in terms of helpfulness or in-

## Ministry Studies: Liturgy and Worship

interference in the counselee's growth, and (3) the nature of the counseling relationship, psychologically and theologically. There will be a special emphasis for the year. BTS M-480 or equivalent is a prerequisite.

Royer Th 12:30-3 Winter

### CTU M-505

#### Advanced Practicum in Pastoral Counseling

For course description consult Supervised Ministry offerings.

TBAr Fall/Winter/Spring

### MTS M-604

#### Pastoral Care and Alcoholism

The course is designed to acquaint pastors with the cultural context and prevailing patterns of drug use, the phenomenon of addiction as an illness, and resources and methods for helping addicts with special reference to the spiritual and theological dimensions of addictive illnesses and recovery.

F. Hayes June 13-17, TBAr Summer 1977

### MTS M-633

#### Preparing Congregations for More Effective Ministry in Family Crisis

This course provides a theological, theoretical and practical approach to the way in which pastors may equip members to minister to other members during family crisis. The course is designed to use current experiences of pastors as the basis for course learning.

Sánchez Apr. 10-14, TBAr Spring

### CCTS M-602A

#### Pastoral Care: History and Theology

This quarter will focus on the development of a professional understanding of pastoral theology. The history of pastoral care in the church will be considered, as well as the place of pastoral care in the church today and issues concerning pastoral identity. The relationship between theological disciplines and psychological disciplines will also be dealt with. There will be assigned reading, lectures, and seminar discussion.

Stettner/Newbold F 9-12 Fall

### CCTS M-602B

#### Pastoral Care: Personality Theories and Therapies

Consideration of different theories of personality and their implications for counseling and therapy. We will seek to develop a critical understanding of the emphases and anthropologies represented by the various schools, together with their respective philosophical

presuppositions and theological correlations, and endeavor to understand their relevance for counseling and pastoral care. Case studies will be used.

Swanson/Schneider F 9-12 Winter

### CCTS M-602C

#### Pastoral Care and the Christian Community

An exploration of the nature of community and its healing power with reference to theological, biblical, psychological and therapeutic theories and practice. An experience of the house church process will allow members to participate in a learning-transforming community and to explore Christian community as a vehicle for the mutual care of souls. Each student will be asked to formulate his or her own basic change theory—conditions, processes, goals and outcomes.

Anderson/Royer F 9-12 Spring

## C. LITURGY AND WORSHIP

### CTU T-350

#### Basic Principles of Catholic Worship

For course description consult Theological Studies offerings.

Keifer MW 2-3:15 Fall

Keifer MWF 10-10:50 Spring

### DIT M-332 (2 QH)

#### Introduction to Liturgical Studies

An introduction to the major themes of liturgical study, including a bibliographical survey of the pertinent materials. Areas included are: Cult, Rite, and Man; Symbol, Word and Language; the economy of our sacramental system of symbols; the Paschal Mystery; liturgical law, the Spirit and the letter; sacred time and space; festivity.

Kennedy Th 9:10-11 Fall

### JSTC M-326

#### Liturgy Practicum: Eucharist and Homiletics

Intended for those who are approaching ordination to the priesthood. It encompasses the art of presiding at the Eucharist and leading community celebration. Homiletics is handled as an organic part of this presidential style. Workshop activities are coupled with critical appraisal and peer evaluation. Limited enrollment.

TBAr TBAr TBAr

### JSTC M-328

#### Practicum in Liturgical Planning

Engages the participants in planning and executing parochial liturgies with appropriate





## Ministry Studies: Liturgy and Worship

supervision. Evaluative procedures include video-taping actual celebrations and interviewing those who participate in the liturgies. Operative theories in the art of celebration emerge for critical appraisal in the course of the practicum. Limited to six students.

TBAn TBAn TBAn

### LSTC M-365

#### Baptism and First Communion

A study of the biblical, historical and doctrinal aspects of this ministry and its development in the church today. Particular emphasis will be placed on in-depth study of curriculum, teaching methods and programs for baptism, first communion and confirmation.

Bozeman TTh 8:30-9:45 Spring

### LSTC M-380

#### Ministry in Worship

This course traces the historical development of liturgy within the Judeo-Christian tradition, thereby enabling the student to have a sense of the continuity of liturgical history. It further assists the student in the development of a theology of worship which will enable him to determine the validity of liturgy as a faithful expression of the church catholic.

TBAn TTh 10:45-12 Winter

### MTS M-314

#### Introducing Worship With Preaching I

An introduction of the fundamentals of corporate Christian worship as the backdrop against which the student develops two sermons in process throughout the quarter. The student moves from text to outlined sermon while examining accompanying critical theological issues regarding the nature of preaching.

Wardlaw TuF 2-4 Fall

### MTS M-315

#### Introducing Worship with Preaching II

The student preaches before peers and lay people the sermons developed in introductory course I. Prior to the preaching moments, the student works before video cameras in a series of exercises designed to help him/her internalize and re-present the word-event inherent in the text. The student will also be video taped in the act of preaching to point out strengths and to build confidence in communication. Other work in the course includes lectures on the Christian Year, worship and missions, the Sacraments, weddings and funerals, plus the design of two worship services. Prerequisite: MTS M-314 or equivalent.

Wardlaw M 2-4, Tu 6-8 pm Winter

### MTS M-318 (half course)

#### The Worshipping Congregation

Using the case-study approach, the course explores the directory for worship of the Book of Order of the UPCUSA. The study includes implications for the design and leadership of corporate Christian worship.

Wardlaw 1st-4th weeks W 1-5 Fall  
5th-10th weeks MTW 7-10 pm

### NBTS M-372

#### Worship in the Church

This course is concerned with various aspects of worship in the church, from the theology of worship to the effective conduct of services. Consideration is given to traditional, liturgical, and free-church forms, and to contemporary patterns of worship. Special attention is given to baptism and the Lord's Supper, and to weddings and funerals.

Enright Th 10:30-11:20 Winter  
plus one 2-hour lab

### NBTS M-374 (1 QH each quarter)

#### Introduction to Church Music

The purpose of this course is to show the many ways in which the rich musical heritage of the church supports and expresses the faith of the church. Practical exposure and experience is a part of the course.

Eckert Th 9:30-10:20 Fall  
Eckert Th 8:30-9:20 Winter  
Eckert Th 8:30-9:20 Spring

### JSTC M-327

#### Liturgy Practicum: Sacraments

Designed for those students who are approaching ordination to the priesthood or those who will be engaged in parochial work in various capacities. Encompasses the art of preparing and leading community celebrations of the sacraments other than the Eucharist as well as various forms of community prayer and paraliturgical services. Limited enrollment.

TBAn TBAn TBAn

### MTS M-447

#### Arts and the Dynamics of Worship

An examination of the relationship of the arts to worship. The course will include readings in theology of culture, philosophy of art, and contemporary liturgy. But it will also involve viewings, listenings, and practical experience. Reference to early Christian, medieval, and modern arts—secular as well as religious.

Brown TTh 11-1 Fall

## Ministry Studies: Liturgy and Worship

**BTS M-471**

### **Preaching and Worship**

For course description consult Ministry Studies: Preaching and Communication offerings.

Kennel MWF 11:30-12:20 *Winter*

**CTU I-450 (1 or 2 full courses)**

### **Eucharist/Preaching/Celebration**

For course description consult Interdisciplinary/Integrative Studies offerings.

Baumer/Keifer MWF 10-11:50 *Winter*

**DIT M-445 (1 QH)**

### **Public Prayer in the Christian Tradition: The Liturgy of the Hours**

The historical development of Christian daily prayer from its Jewish roots through the 1971 General Instruction on the Liturgy of the Hours with practical consideration given to leading the Hours.

Kennedy F 8:10-9 *Winter*

**DIT M-446 (2 QH)**

### **Practicum in Presidential Style of Celebration**

Readings in and supervised practice of the celebration of the Church's liturgy, particularly Eucharist and the sacrament of Reconciliation, in preparation for ordination to the priesthood. Videotape used.

Kennedy TBAr *Spring*

**CCTS I-540 (2 or 3 full courses)**

### **Celebration: Intensive Unit I**

For course description consult Interdisciplinary/Integrative Studies offerings.

Brown/Sittler/Wardlaw Th 9-4 *Spring*

**CCTS T-518**

### **Seminar on Black Worship and Liturgical Tradition**

For course description consult Theological Studies offerings.

Keifer/Wright Th 2-4:30 *Winter*

**BTS M-574**

### **Music in the Life of the Church**

A study of hymnody with special emphasis on the function of music in the life of the local congregation.

Faus Th 3-5:30 *Fall*

**CTU M-517**

### **Ministry of Reconciliation**

This is an interdisciplinary offering integrating the theological, moral, canonical, liturgical and interpersonal dimensions of the ministry of Reconciliation. It is designed to help the student move toward competency as minister of Reconciliation. The structure of the course includes

lectures, readings and practicum. The course is open to 3rd and 4th year students.

Bonner/Mallonee/ F 2-4:30 *Winter*  
MacDonald/Newbold

**CTU M-518**

### **Liturgy Practicum**

This seminar and series of lab sessions (not held during class time) will help the candidate for ordination to the priesthood develop a celebration style for sacramental worship, especially Eucharist.

Staff Th 2-4:30 *Spring*

**DIT M-502 (2 QH)**

### **Liturgical Time and Space**

The development of the Church's Year; and Liturgical art and architecture. Sacred time, the Christian Pascha, the Christmas-Epiphany cycle, cult of martyrs. Expression of sacred space in architecture and how it reveals an ecclesiology. Offered in response to student interest.

Kennedy TBAr *Spring*

**DIT M-535 (2 QH)**

### **Ritual and Sacramental Symbolism**

Human ritualization from the following points of view: anthropology, psychology, sociology, philosophy, theology. How and what we humans symbolize, and how Christians ritualize through a sacramental system.

Kennedy TBAr *Winter*

**DIT M-590 (2 or 3 QH)**

### **Directed Research**

Topics determined in response to student interest. Enrollment is limited to De Andreis students.

Kennedy TBAr *TBAr*

**MTS M-614**

### **Revitalizing Worship in Your Congregation**

To study a model of the meaning of the worship moment from theological, historical and pastoral perspectives, as prelude to considering the process of revitalizing worship in your congregation. The agenda includes an introduction of the Sacraments, relationship between vital creativity and tradition, the place of children in the sanctuary, the formation of liturgical teams of laypeople. Course projects: the design of a course in worship for your congregation; the blueprint for a two-year strategy for revitalizing worship in your congregation.

Wardlaw Feb 20-24, TBA *Winter*

**M**



# Ministry Studies: Preaching and Communication

## MTS M-615

### Sacraments, Worship and Lifestyles

This seminar is designed to explore fundamental theological questions about the meaning of the sacraments, their relation to worship and their potential significance when seen in connection with the great human issues of our time. The Seminar will look at some of the ways by which sacramental life might be an element in creating new life-styles, especially for families in the church. (For example, the Seminar will raise the issue as to whether or not the Church's response to the hunger problem should have any connection with its understanding and practice of Holy Communion; and further, whether fasting (and feasting!) should have theological, as well as political meaning in our life-styles.)

Rigdon Jan. 2-6, TBA *Winter*

## D. PREACHING AND COMMUNICATION

## BTS M-371

### Ministry and Communication

A study of communication as interpersonal and intentional interaction with accent upon attitudes of communication as ministry/ministry as communication, as well as the communicator's own charisma. Principles and practices of effective communication are applied in the various situations of ministry. This experience consists of three hours in class and one hour in supervised laboratory work with the use of audio-video equipment.

Kennel MWF 11:30-12:20 *Fall*

## DIT M-313 (1 QH)

### Basics of Communication

Review of the general principles and practices of communication. Units: The Nature of the Communication Process; Voice Production; Voice—Melody, Time, Force; Bodily Actions; Audience Analysis. Special emphasis is placed on the reading aloud of liturgical texts and commentaries. In addition to the regular class periods each student will have five one-half hour individual instruction periods with the professor.

Miller Th 1-1:50 *Winter*

## DIT M-314 (1 QH)

### Communication in the Christian Assembly

This course aims at strengthening the foundations upon which the seminarian can build his effective communication of the Word of God, conceived in the broad aspects of all the situations in which he will be responsible for the

Word of God. Units: Oral Interpretation of the Word of God; Various Speeches, Interviews, Discussion, Drama; Radio, Television, Films; Teaching in General, and Religion Teaching in Particular; Retreats, Workshops, Institutes. In addition to the regular class periods each student will have five one-half hour individual instruction periods with the professor.

Miller Th 1-1:50 *Spring*

## DIT M-323 (1 QH)

### Ministry of Preaching

The course deals with the theory and practice of composing a sermon and delivering it, with stress on written and oral composition. Units: Steps in Sermon Composition; Principles of Relevancy, Interest, and Support; the Selection and Use of Materials; Outlines; and Introduction and Conclusion. In addition to the regular class periods each student will have five one-half hour individual instruction periods with the professor.

Miller Tu 9:10-10 *Winter*

## DIT M-324 (1 QH)

### Preaching the Homily

The nature of the homily is discussed. Methods of fulfilling the homiletic requirement are explained and practiced. Units: the Nature of the Homily; a Format for the Homily; Variety in the Style of the Homily; Total Environment of the Homily; Presentation to Lay Critics. In addition to the regular class periods each student will have five one-half hour individual practice periods with the professor.

Miller Th 9:10-10 *Spring*

## JSTC M-326

### Liturgy Practicum: Eucharist and Homiletics

For course description consult Ministry Studies: Liturgy and Worship offerings.

TBA *TBA* *TBA*

## JSTC M-329

### Liturgy Practicum: Sacrament of Reconciliation

This practicum focuses on the Sacrament of Reconciliation in both its individual and communal settings. Weekly classes treat the sacrament from various perspectives including the liturgical, canonical, psychological and moral. Workshop groups are formed and meet weekly with the assistance of various members of the staff for role-play and discussion.

TBA *TBA* *TBA*

## LSTC M-340

### Ministry in Preaching

The purpose of this course is to help the begin-

## Ministry Studies: Preaching and Communication

ner to understand the nature of preaching and to establish sound practice in the first essentials of sermon production; to evaluate the message, achieve unity, plan the strategy, develop the ideas, use language. The end in view is to unite practice with critical judgement. Format of course includes lectures, readings and discussion, writing and preaching sermons.

Niedenthal/Kildegaard TTh 8:30-9:45 *Winter*

### MTS M-314

#### Introducing Worship with Preaching I

For course description consult Ministry Studies: Liturgy and Worship offerings.

Wardlaw TuF 2-4 *Fall*

### MTS M-315

#### Introducing Worship with Preaching II

For course description consult Ministry Studies: Liturgy and Worship offerings.

Wardlaw M 2-4, Tu 6-8 pm *Winter*

### NBTS M-373

#### Principles and Practice of Preaching I

This course combines consideration of the theology of preaching and the nature of biblical preaching with the actual preparation and delivery of sermons. Students' manuscript sermons and preached sermons are evaluated by the class. Sermons delivered in class are video-taped to help students improve their own preaching. Prerequisite: Worship in the Church or equivalent.

Buzzard/Enright Th 10:30-11:20 *Spring*  
plus one 2-hour lab

### BTS M-471

#### Preaching and Worship

A laboratory course combining preaching and worship in a unified consideration. Emphasis is given to the study of classical and contemporary principles and methods of preparation and delivering sermons that speak to pastoral, prophetic and pedagogical needs; a search is made for forms and styles for the free church as it celebrates the presence and power of God as experienced in the life of the community. Actual services that integrate theology, phenomenology and contemporary media are prepared and presented; audio and video tapes are used for evaluation purposes and group analysis. BTS M-371 or equivalent is a prerequisite.

Kennel MWF 11:30-12:20 *Winter*

### CTU I-450 (1 or 2 full courses)

#### Eucharist/Preaching/Celebration

For course description consult Interdisciplinary/Integrative Studies offerings.

Baumer/Keifer MWF 10-11:50 *Winter*

### CTU M-450A, B

#### Preaching as Verbal Communication

This is a first course for those who are to preach. The seminar and practicum will help each student discover his/her own communication skills in the oral reading and preaching of the Word of God. These skills are then put into practice by a process of experimentation and exercise. Since each student enters the seminar at a different level of competence and experience, this first course encourages a variety of preaching styles. Each student has the opportunity to use video-tape and preach before outside groups. Limited enrollment (5 per section).

Baumer A MW 2-3:15 *Fall*

Baumer B M 2-3:15; W 3:30-4:45 *Fall*

Baumer A TTh 12-1:15 *Winter*

Baumer B T 12-1:15; Th 1:30-2:45 *Winter*

Baumer A MW 2-3:15 *Spring*

Baumer B M 2-3:15; W 3:30-4:45 *Spring*

### CTU B-495

#### Bible Exegeted and Preached: Prophecy

For course description consult Old Testament offerings.

Baumer/Stuhlmüller TTh 12-1:15 *Fall*

### MTS M-419

#### From Text to Sermon

An exegesis course with emphasis on preaching. Review of the text will help the student in preparation and preaching in the context of an Hispanic congregation. Text for 1977-78 to be selected. The course will be offered in Spanish and English. If all students are Spanish speaking, the course will be taught in Spanish.

Armendáriz F 2-5 *Winter*

### LSTC M-452

#### Christianity and Tragedy

A seminar which probes the relationship between a tragic sense and vision of life and a Christian one, and the bearing of this relationship of theological understanding and Christian proclamation. Basic readings are dramatic works of tragedy and selected sermons of Paul Tillich. Limited enrollment; admission by approval of instructor.

Niedenthal Th 2-4:30 *Fall*

### MTS M-441

#### The Theology and Practice of Preaching Grace

How as preachers of grace do we hold in creative tension both what God in Christ has done for us and what He demands of us, without preaching either cheap grace or works of righteousness? We begin the study of this cen-

**M**



## Ministry Studies: Preaching and Communication

tral theological problem in preaching by examining the relation between God's succor (indicative) and God's demand (imperative) in the New Testament. The study then broadens to investigate the indicative/imperative relationship in the thinking of Barth, Brunner, Bultmann, Bonhoeffer, Tillich, Moltmann, H.R. Niebuhr, Lehmann and Fletcher. The class examines both its own sermons as well as "known" American preachers' sermons in light of the above study.

Wardlaw MW 11-1 Fall

### CCTS M-473

#### Mass Media and the Liberation Message

An analysis of contemporary media's power to transmit and inform, to influence and motivate values. The church's theology of human liberation will be employed to evaluate such media as film, television, radio, print and advertising and their impact upon the church's theology of human liberation, including such areas as racial and women's issues and stereotypes. Course approaches include seminars, film screenings (such as Bunuel's "Viridiana"), attendance at Chicago's Midwest Film Conference and selected projects and productions.

Kennel/Spivey Th 3:30-6 Winter

### NBTS M-474

#### Audio Visual Communications

A study of the production and utilization of audio visual resources in the context of the church and Christian communications with an emphasis on laboratory experience.

Clark M 7-9:30 pm Spring

### DIT M-434 (1 QH)

#### Practicum II for Theology III

Presentation of homilies to selected lay critics invited to the seminary. The presentation is followed by a discussion in which the homily and the homilist are evaluated.

Miller Th 10:10-11 Spring

### DIT M-443 (1 QH)

#### Practicum III for Theology IV

Evaluation by the professor and peers of the preaching by the theologian in the fulfillment of his assigned ministry.

Miller M 8:10-9 Winter

### NBTS M-473 (1 QH)

#### Preaching Lab

This course provides a special opportunity to integrate into preaching continued learnings of classroom and ministry. Practicum, restricted to

Senior students and qualified Middlers. The larger activity of this course is preaching, and its analysis.

Enright Th 9:30-10:20 Fall

### CCTS I-570 (2 full courses)

#### Interpretation and Communication: Preaching: Intensive Unit 1

For course description consult Interdisciplinary/Integrative Studies offerings.

Brauch/Fischer/Kennel Th 3-9 pm Spring

### LSTC M-540

#### Language of Preaching: Shared Story

A seminar to investigate the language, form and theological implications of story. Readings will include stories of the rabbis, short stories and selected sermons. Students will compose and share stories dealing with selected experience and theological themes. Limited enrollment: admission by approval of instructor. Prerequisite: LSTC M-360 or equivalent.

Niedenthal TTh 12:30-1:45 Fall

### LSTC M-541

#### Preaching the Christian Gospel Today

This course aims to explore the problems and possibilities in speaking and doing good news today in light of concrete issues and situations. The content, grammar and language of gospel will be discussed. Students will be asked to help describe issues and situations, and then present papers which show how gospel can be spoken in this concrete context. Limited enrollment; admission by approval of instructor. Prerequisite: LSTC M-340 or equivalent.

Niedenthal MW 3-4:15 Spring

### DIT M-533 (1 QH)

#### Practicum I for Theology III

A discussion type investigation of "Next Sunday's Homily." Interpretations of the readings are offered and evaluated. Development of the theme is suggested. Applications to the Mass and daily life are essayed.

Miller TBAr Fall

### DIT M-544 (1 QH)

#### Practicum IV for Theology IV

Practice in the administration of the sacraments and the celebration of the Mass. Evaluation is made by way of video-taping.

Miller TBAr Fall

### DIT M-545 (1 QH)

#### Communication Aids

The use of audio-visuals and multi-media in the communication process, especially during the

## Ministry Studies: Religious Education

Liturgy. Includes the use of film, filmstrip, slide, poster, banner, lighting, music, sound effects. Offered in response to student interest.  
Miller TBAr TBAr

### DIT M-546 (1 QH)

#### Oral Interpretation

An intensive course in the oral communication of the printed word, especially as found in the Lectionary, Sacramentary, and other Liturgical and non-Liturgical books. Offered in response to student interest.

Miller TBAr TBAr

### DIT M-547 (1 QH)

#### Communication Leadership

An intensification of Communication in the Christian Assembly. The following elements in communication would be discussed: Leadership in Discussion, Audience Response, Modes of Persuasion, Facilitating Study Groups, Directing Parish Liturgy Committees. Offered in response to student interest.

Miller TBAr TBAr

### MTS B-607

#### Preaching from the Old Testament

For course description consult Old Testament offerings.

Boling July 11-15, TBAAn Summer 1977

### MTS M-613

#### Theological Perspectives on Preaching

The aim of the course is the development of more effective preaching through: a) clarification of the various purposes and types of sermons; b) preparation, delivery and critical listening; c) theological reflection upon the sermonic process.

Burkhart Oct. 10-14, TBAAn Fall

## E. RELIGIOUS EDUCATION

### LSTC M-360

#### Ministry in Religious Education

This basic course in Religious Education, offered through the Teaching Parish, is intended to expose the student to philosophies, theology, curriculum, methodologies and possibilities in the overall area of parish education. On the basis of these exposures and individual past experiences, the student will be expected to engage in experiences to give actual practice in the field plus steps to formulate his/her own philosophies and creativity.

Pero/Priester TTh 8:30-9:45 Fall

### MTS M-313

#### The Teaching Ministry of the Church

A study of the teaching ministry of the church with attention to historical perspectives, educational theory, patterns of objectives, administrative procedures, and styles of teaching with the variety of age groups and situations.

Priester MW 11-1 Winter

### NBTS M-381

#### Teaching Ministry of the Church

The course aims to develop an understanding of the biblical, theological, psychological, philosophical and socio-cultural foundations for the educational ministry of the church.

Jenkins MWF 11:30-12:20 Winter

### BTS M-399

#### The Development of Conscience

A consideration of the biblical doctrine of conscience in comparison with various contemporary views of the development of moral judgement, especially those of Piaget, Erikson and Freud. The course focuses upon the stages of moral development and pathology as well as the implications of such development for the educational and pastoral care programs of the church.

Miller MWF 2:10-3 Spring

### M/L M-396

#### Religious Education and Development

Religious education as a general field with emphasis on child development, moral and faith development. An examination of the philosophy of Unitarian Universalist religious education; an overview and critique of UU curricula.

Adams TBAr Spring

### NBTS M-384

#### Group Process in the Church

A study of research in group process and sensitivity training is utilized to understand interpersonal relationships and effective small group leadership. The class becomes a training group for understanding the group process. Limited enrollment.

Jenkins Th 7-9:30 pm Fall

### NBTS M-382

#### Administration and Organization of Christian Education

A study of management theory and its application to church organization and educational ministry. The course includes observation and evaluation of church educational programs.

Jenkins MWF 1:10-2 Spring



## Ministry Studies: Religious Education

### NBTS M-383

#### Teaching Methods and Practice

The student will be assisted in developing a teaching style based on: (1) a theory of learning, (2) behavioral objectives, (3) designing teaching-learning experiences, and (4) evaluation of educational outcomes. The student's performance is evaluated by group process. An additional 2 hours of practice teaching per quarter integrates the application of theory.

Jenkins MWF 2:10-3 *Fall*

### BTS M-490

#### Curriculum of Christian Education

A consideration of the elements of a systematic approach to education in the congregation. There will be examination and evaluation of resources currently used in congregations and those projected for the future.

Heckman W 3-5:30 *Spring*

### MTS M-410

#### Resources for Church Education

Comparative studies of materials for use in the development of teaching in the church.

Priester MW 4-6 *Spring*

### MTS M-404

#### The Teaching Ministry with Children

Studies in alternative ways to minister with children in the church. Attention will be given to programs of teaching, factors of growth and development, peer relationships, family and school.

Priester Tu 7-10 pm *Fall*

### NBTS M-483

#### Teaching Children in the Church

This course is a combination of educational theory and practice in teaching children. An understanding of the development and growth of children is integrated into a teaching style and methodology appropriate to communicating faith to young children. Observation, evaluation and practice teaching are included in the design. ABC curricula and that of other denominations are utilized. Prerequisite: Teaching Ministry of the Church or equivalent.

Staff Tu 7-9:30 pm *Spring*

### MTS M-418 (half course)

#### Confirmation and Church Education

Attention will be given to theological understandings and ecclesiastical practices in confirmation as well as teaching programs leading to confirmation.

Priester Tu 4-6 *Fall*

### MTS M-405

#### The Church's Ministry with Youth

The bulk of the course will be workshops focusing on media, process designs, value clarification tools, role plays, improvisations, resources, games, liturgical dance, and worship skills. Overviews and models will be presented for a ministry with youth. Youth will be present as enablers. Philosophy and practical implementation will be central to the course.

Myers W 1:30-4:30 *Spring*

### NBTS M-482

#### Ministry with Youth

A study of adolescent psychology with an emphasis on the religious development of youth; and evaluation of styles of youth ministry, resources and youth culture. A field experience in a retreat setting with youth will seek to develop program planning and communication skills. Prerequisite: Teaching Ministry of the Church or equivalent.

Jenkins Tu 7-9:30 pm *Winter*

### LSTC M-461

#### Pedagogy of Parish Renewal

A course dealing with the challenge of teaching adults in the local congregation. The primary aim will be to provide a model and practice for developing an approach to theological education for lay adults. Concerns will include clarifying one's own working theology; finding imaginative modes of conveying that theology; practical methods for group study of modern theology.

Benne MW 3-4:15 *Winter*

### MTS M-408

#### Teaching Church History in the Congregation

A canvass of appropriate historical materials and a study of various ways in which they may be used to instruct and confirm Christians in their faith. Each student will undertake a teaching project in a congregation or similar church group.

Priester/Schafer TTh 11-1 *Winter*

### LSTC M-467

#### Global Consciousness and Religious Education

A careful study and evaluation of a pedagogical process by which a person or a people gain a new awareness of their own reality, the forces which objectify and oppress them within that reality, and the potentiality for becoming the subjects of their own liberation (redemption) as well as becoming the agents of change for religious education.

Pero MW 1:30-2:45 *Winter*

## Ministry Studies: Organization and Administration

### CTU W-563

#### Religious Education in Cross-Cultural Perspective

For course description consult World Mission Studies offerings.

Barbour W 7-9:30 pm Winter

### LSTC M-560

#### Three Facets of Educational Ministry

This course will deal with (a) functions of the congregation and education ministry, (b) youth ministry, and (c) leadership training. The emphasis will be on theory, models and resources for each area. Prerequisite: LSTC M-360 or equivalent.

Bozeman MW 1:30-2:45 Spring

### NBTS M-581

#### Research Seminar in Christian Education

Advanced students may design an independent course of study. The seminar will convene during the winter quarter to design research projects and to initiate preparation for the special field examination. During the spring quarter the seminar will meet to discuss research and project reports.

Jenkins M 3:10-5:40 Winter/Spring

### DIT M 504, 505, 506 (2 QH each quarter)

#### The Ministry of Education

For course description consult Supervised Ministry offerings.

Kennedy W 10:10-11 Fall/Winter/Spring

### MTS M-606

#### Contemporary Models of Teaching

Goals of the Course: 1) to examine assumptions about the learner, learning, and what is to be learned, 2) to reflect upon types of teaching events in the church, 3) to suggest a variety of teaching models with an appropriate set of assumptions, technologies, and processes.

Priester Mar. 13-17, TBA Winter

## F. ORGANIZATION AND ADMINISTRATION

### CTS CH-367 (1½ QH)

#### History and Polity of the United Church of Christ

A study of the history, structure, theology and practices of the United Church of Christ, including its antecedents: the Congregational Christian Churches and the Evangelical and Reformed Church.

Rooks M 3:30-5 Spring

### MTS M-317 (half course)

#### Polity, Politics and Presbyterianism

An introduction to Presbyterian polity, including preparation for the Standard Ordination Examinations. Includes a study of the historical, theological and political basis for the rules and procedures by which the church does its work. Contemporary trends in the development of polity will be included.

Worley M 1-5 Fall (First Half of Quarter)

### NBTS M-382

#### Administration and Organization of Christian Education

For course description consult Ministry Studies: Religious Education offerings.

Jenkins MWF 1:10-2 Spring

### LSTC I-410

#### Senior Seminar on Church Administration

For course description consult Interdisciplinary/Integrative Studies Offerings.

Kildegard TTh 10:45-12 Winter  
W 7-10 pm

### MTS M-414

#### Congregational Administration

An introduction to the dynamic behavior of congregations with emphasis on theology concepts, skills, and tools needed for effective management.

Worley F 9-12 Spring

### MTS M-440 (half course)

#### Practicum in General Assembly UPCUSA

After background study of reports, assembly procedure, and leadership positions, the class will attend the six-day meeting of the General Assembly. As observers, students will participate in committee meetings, floor debates and informal gatherings. In a daily seminar students will talk with church leaders and representatives of various views: students will share their different impressions, and follow the course of various issues from inception through decision. Through personal experience students should learn the issues, processes and leadership of the church. The course is offered as an "intensive" and may be taken for credit or audit.

Dudley May, 1978 Spring

### BTS M-484

#### Church Organizational Behavior

Using the biblical concepts of the kingly work of Christ and the body of Christ as an organism, this course will view church organization as a strategic approach to revitalizing the congregation. Both theory and practice will be



## Ministry Studies: Organization and Administration

involved.

Wieand      Weekend Intensive TBAn      *Winter*

### MTS M-638

#### Theory of Church Organizational Behavior

This course is designed to give the student a theoretical and practical approach to understanding the behavior of church organizations. The interaction between organizational theory, the practice of ministry and theological perspectives on the church is studied.

Worley      Oct. 24-28, TBAn      *Fall*

### MTS M-619

#### Systems Analysis in Church Organizations

The purpose of this course is to look at Church Organizations as systems and sub-systems; to understand how these systems impact each other; to understand how Christian mission is affected by the Church's systems and the environmental systems.

Shawchuck      Nov. 28-Dec. 2, TBAn      *Fall*

### MTS M-636

#### Church Programing: What Works Where, and Why in Congregations

Effective church programs reflect the needs and commitments of church members in two dimensions: Congregation size reflects the personal relationship of church members. Church type reflects the programatic expectations of church members. The First Church, the ethnic church and the neighborhood church, for example, appeal to people very differently. The particular history of the congregation and of the community adds dimensions to the type of church. Taken together, congregational size and church type reflect the membership expectations which determine the range of effective program possibilities available to each congregation. The course is designed for denominational leaders who develop area strategy and seek resources for a variety of churches. What works where, and why.

Dudley      Oct. 17-21, TBAn      *Fall*

### MTS M-639

#### Conflict Management

This course is essentially a workshop type course, combining experiential with theoretical learnings all aimed toward the practice of conflict management. The course is built around the development of a case study in managing conflict by each student. Preparatory to the class sessions, each student chooses a conflictual situation that is of personal and professional

concern to him. During class sessions this situation is analyzed and a plan of action is developed. Following class sessions the student enacts at least a portion of his plan of action and completes his case study by reporting the efforts and apparent consequences of these efforts to implement his cast study.

Halverstadt      Feb. 27-Mar. 3, TBAn      *Winter*

### MTS M-603

#### Developing Leaders in Congregations and Judicatories

This course is designed to help identify, train and develop leaders in a voluntary organization. Leadership will be looked on as a function of behavior, as a reflection of style, and as a result of the interrelations of relevant systems.

Gardiner      Nov. 14-18, TBAn      *Fall*

### MTS M-629

#### Evaluating Programs of Local Churches and Judicatories

This course is designed to help the church professionals develop evaluating tools for the purpose of providing information concerning the effectiveness and appropriateness of such progress. The class will address the questions: How are these programs affecting church organization itself? Are these programs making the most effective and appropriate use of available resources? Are there areas of these programs which need to be changed and, if so, how can we change them? Are the results of these programs what was expected? If not, why not? If so, why?

Gardiner      June 20-24, TBAn      *Summer 1977*

Gardiner      May 8-12, TBAn      *Spring*

### MTS M-625

#### Effective Multiple Staff Ministry

A major phenomenon in the church is multiple staff ministry in larger congregations, clusters of smaller congregations, and judicatories. This course will address both theological and practical issues in developing effective multiple staffs. Multiple models and styles of increasing staff effectiveness will be shared.

Worley/F. Williams      *Summer 1977*

June 27-July 1, TBAn

### MTS M-618

#### Revitalization of Congregational Life

The course objective is to develop within pastors and other church professionals the theory and skills needed for effective revitalization of congregations. Work toward

## Ministry Studies: Church and Community

this objective will include theological and theoretical perspectives on organizations, change activity and ministry.

Magnuson June 20-24, TBAAn Summer 1977

### MTS M-610

#### Laity Expectations in Determining Local Church Programs

Through readings, role-playing and discussion, the course examines the ways the laity see themselves, the clergy, and the mission of the church. The class is especially concerned with the misperceptions which generate tensions in church groups, and drop-outs in goal setting programs. The course offers the integration of stewardship, evangelism, and social action as appropriate in differing communities. It is most helpful if taken following an experience in goal-setting.

Dudley June 13-17, TBAAn Summer 1977

### MTS H-605

#### Recent Developments in Church Polity

For course description consult Historical Studies: American offerings.

Schafer/Worley April 17-21, TBAAn Spring

### MTS T-636

#### Decision-Making in Church Organizations

For course description consult Theological Studies offerings.

Worley or Stotts March 6-10, TBAAn Winter

## G. CHURCH AND COMMUNITY

### LSTC M370

#### Ministry in Church and Society

The classroom part of the course will aim at an understanding of contemporary social interpretation, at clarity on how one moves from faith to love to justice; and at a critical perspective on how the church has affected and is affecting the social order. These aims will be pursued in lectures, readings and discussions. The parish involvement dimension of the course requires the student to participate in a local parish effort at community responsibility. The course intends to enable the student to integrate theoretical learnings with practical involvement.

Benne

TTh 10:45-12

Spring

### MTS M-312

#### Membership, Stewardship and Social Action

The course will examine the theologies and strategies for a) evangelism for recruitment and membership, b) stewardship of finances, facilities, personnel and community, and c) social action through service, witness and con-

frontation. Special attention is given to the resources and agencies of the United Presbyterian Church, and to the structures for mission in the presbyteries, synods and General Assembly. Suggested for middlers preparing for ordination examinations.

Dudley

TuW 4-6

Winter

### CCTS M-409 (half course)

#### Church Strategies for Changing Communities

In metropolitan America, almost every community is in transition, from the racial changes in the center of the cities, to the rural suburban transition on the growing edge, including all the aging of communities in between. The course will study cases and visit places of transition to determine the causes and patterns of changing communities. Special attention will be given to the positive role of the church in community change, and to the negative consequences of indecision in the midst of change. Open to pastors and laypersons as well as students.

Dudley/Bridges

Tu 4-6

Spring

### MTS M-435

#### Small Congregations

Study of problems and resources for congregations of less than 250 members in areas of limited growth potential. Special emphasis will be given to congregational life styles and leadership development, to program resources and new sources of funding and to alternative styles of professional pastoral leadership through fraternal churches, yoked parishes, lay pastors and tent-making ministries. Open to pastors.

Dudley

Tu 7-10 pm

Spring

### MTS M-450

#### Dual Professional Competency Seminar

Identification of ideologies, roles and skills which are common to both the ministry and social work, and those which are unique to each. Open only to students enrolled in dual competency M.Div. or Certificate programs. Register in Fall Quarter, meetings held throughout year.

Dudley

TBAr

Fall/Winter/Spring

### MTS M-453

#### The Church and the Labor Movement

The course will be both historical in dealing with the past relations of the churches to the working class and peoples' movement; will look at the theology coming out of the Social Gospel Movement particularly as it related to the labor movement and the working class and will deal

M



## Ministry Studies: Canon Law

with contemporary labor-related issues (e.g., full employment, multinational corporations, worker participation in industry, the work ethic) as these relate to issues facing the church, both as local congregations and as national churches. Persons especially related to these issues will be invited as guest presenters.

Poethig                      Tu 2-5                      *Spring*

### **CCTS M-441**

#### **Parish-Based Ministry with Public Community Colleges**

The course will examine the history, development, nature and uniqueness of public community colleges in the context of American higher education. Arenas of potential contact and ministry in relation to the colleges will be explored. Resources at the colleges which are helpful to parishes will be considered. Models of ministries now being implemented across the country will be reviewed. Field trips will be conducted to the main campuses of several colleges, including an urban campus serving predominantly minority students and a suburban campus serving predominantly white students. Community college personnel (such as students, faculty, and administrators) and parish pastors who have related to their local colleges in creative ways will also serve as resource persons. Common readings and individual or group research projects leading to final papers. Initial session at LSTC.

McGown                      Th 7-10 pm                      *Spring*

### **CCTS I-520 (1 full course each quarter)**

#### **Social Transformation: Intensive Unit I**

For course description consult Interdisciplinary/Integrative Studies offerings.

Dudley/Durham                      F 9-12                      *Fall/Winter*

Pawlikowski/Tuite plus Field Experience

### **MTS M-510**

#### **Work in Contemporary Society**

This seminar, also known as "Minister-in-Industry," explores, through a summer work experience, the relation of Christian faith and church life to the issues of urban and industrial America. Drawing upon the student's daily experience in an industrial or service job, the seminar presents and reflects upon such issues as the work ethic, the church and the working class, blue collar religion, ministries of involvement in industrial situations, working class concerns: job satisfaction, job security and unemployment, worker participation in the unions and in management, occupational safety and health, justice for women and ethnic

workers, and impact of multinational corporations. Regular Cluster cross-registration procedures will be followed. Credits for a full course at a tuition of \$140 or on a non-credit basis for a non-refundable registration fee of \$75 payable to McCormick Seminary. Applications available from ICUIS, 5700 South Woodlawn. Registration deadline for summer 1978, May 16. Poethig                      TBAr                      *Summer 1978*

### **MTS M-621**

#### **Power and Empowerment in Church and Community**

This experience-based course will help persons recognize power as a factor in church and community life. Emphasis will be on increasing skills as third party consultants in power situations, learning to use such intervention strategies as negotiation, coalition-building and coercion, relating intervention strategies to diagnostic and planning models, identifying the dynamics of the empowerment process and increasing personal power.

Dietterich                      Dec. 5-9, TBAr                      *Fall*

## **H. CANON LAW**

### **DIT M-315**

#### **Introduction, Fundamental Law, General Norms**

The course treats the meaning of law, law and freedom, the place of law and of church law in one's life as a Christian, the methodology of applying canon law in practice, legislators in the Church, subjects of church law, dispensation, release from legal obligation, and the relationship between western law and eastern rites.

Danagher                      MWF 10:10-11                      *Winter*

### **CTU M-420**

#### **Legal Aspects of the Sacraments**

A survey of present canonical prescriptions, conciliar norms and current practical application of legislation regarding the administration and reception of the sacraments. Particular emphasis on matrimonial law and practice.

Bonner                      TTh 9-10:15                      *Fall*  
Bonner                      TTh 10:30-11:45                      *Spring*

### **CTU M-421**

#### **Church and Structure: Theology and Law**

A study of ecclesiological thought and attempts to concretize the theory, particularly in legal structures. The course involves historical survey, as well as examination of the contemporary tensions between theory and structure. Treats theory and practical problems of in-

Ministry Studies: Theological Librarianship and Supervised Ministry

terpretation of law in the contemporary Church.  
Bonner TTh 10:30-11:45 Winter

DIT M-416  
Selected Areas in the Ordering of the Church's Mission  
Treated are legal residence and its effects; current policy regarding Christian burial; legal aspects of ecumenical relationships, especially with regard to the sacraments; general norms for administration of Church property; general principles of penal law, with certain specific applications; and due process.  
Danagher MWF 9:10-10 Spring

DIT M-464  
Legal Aspects of the Sacrament of Matrimony  
A canonical study of church law on marriage and of its present-day applications.  
Danagher MWF 9:10-10 Fall

DIT M-502 (2 QH)  
Canonical Matters Affecting Members of the Congregation of the Mission  
This course considers vows, bond, dispensation, canonical status and organization of General Assemblies and Provincial Assemblies, of general and Provincial government. Offered in response to student interest.  
Danagher TBAr TBAr

DIT M-519 (2 QH)  
Matrimonial Jurisprudence  
A study of the procedural law on matrimony and of the current jurisprudence of diocesan tribunals in the United States, as well as that of the Rota, in selected areas.  
Danagher TBAr Winter

I. THEOLOGICAL LIBRARIANSHIP

MTS M-520  
Theological Librarianship  
Consideration will be given to such areas as the role of the library in education for ministry, theological reference materials, budgetary control, and other aspects of seminary library administration: sources, and problems in classification and cataloging: attention will also be given to the development of a theological point of view on information science. Basic library courses in reference and cataloging are prerequisite.  
Schmitt/Hilgert/Hilgert TBAr Winter

J. SUPERVISED MINISTRY

CTU M-380, 385, 390  
Orientation to Supervised Ministry  
This ministry program provides guided exposure to the social and ecclesiastical scene in Chicago through direct experience of select ministerial activity. Reflection on this experience is correlated with course work being taken. Six to eight students are grouped into a team headed by a theological reflector.  
Staff TBAr Fall/Winter/Spring

DIT M-310 (1 QH)  
Introduction to Pastoral Care  
Orientation to Pastoral Care, introductory readings and lectures, with intensive experiences and site visits to programs for disadvantaged people.  
Kennedy TBAr Fall

DIT M-311, 312 (2 QH each quarter)  
Pastoral Care of the Disadvantaged  
Varied experience in helping activities as sponsored by social and community organizations in the Chicago area. Full working day, once each week, in centers participating in care offered varied ethnic groups living in disadvantaged circumstances. Guidance in work with youth, adults, aged, given by agencies' staff personnel. Reports and supervisory seminar at De Andreis once each week.  
Kennedy Th 9:10-10:10 Winter/Spring

CCTS M-335  
Ministry Lab: The Sick  
These courses are basic ones in the ministry of caring, which includes "laboratory" experience with a particular population as well as a seminar for reflection and discussion. The course will be held off campus and may involve staff persons in the locale of the course. The purpose is to explore the meaning of pastoral care with a specific group of people, which involves deepening self-knowledge on the part of the "pastor" as well as learning more specifically the needs of the persons the pastor seeks to serve.  
Stettner/Ashby F 2-4 Fall

MTS M-336  
Ministry Lab: Troubled Youth  
Same description as CCTS M-335.  
Stettner F 2-4 Winter

MTS M-337  
Ministry Lab: Older Persons  
Same description as CCTS M-335.  
Stettner F 2-4 Spring





## Ministry Studies: Supervised Ministry

### NBTS M-377

#### Introduction to Ministry in an Urban and Social Context

This course, taught in conjunction with a concurrent field placement, is an introductory survey of the nature of the city and the forms of ministry appropriate to it. Biblical, theological and sociological data will all be explored in developing a Christian perspective on the city and the Christian response to it.

Buzzard M 7-9:30 pm Fall

### M/L M-352

#### Field Education

An opportunity to elect, as supplement to the regular internship, supervised field engagements in a variety of specialized settings (e.g., The Depot Family Counseling Agency, Washington Office of Social Concern, Chicago Children's Choir, Southwest Side Women's Center, World Without War Council).

Kaufman TBAr Fall/Winter/Spring

### M/L M-353

#### Parish and Community Internship

The internship provides in-depth involvement in professional liberal religious leadership in selected field situations under the supervision of experienced practitioners. The program is tailored to the professional interests of the individual student; it may focus upon ministry in the parish, in community action, in the hospital, on the campus. Students placed in the greater Chicago area meet together regularly at the School for mutual exchange and disciplined reflection.

Kaufman TBAr Fall/Winter/Spring

### CTU M-480, 485, 490

#### Field Education Project I, II, III

With reflective seminar.

Faculty TBAr Fall/Winter/Spring

### CTU M-406

#### Practicum in Basic Types of Pastoral Counseling

For course description consult Pastoral Care and Spiritual Direction offerings.

Mallonee F 2-4:30 Spring

### CTU M-497

#### Pastoral Internship

A two-quarter pastoral internship for priests, deacons, and non-ordained ministers under the guidance of qualified supervisors. The internship begins with a workshop in which the interns and supervisors together plan and contract for the goals, tasks, and methods of

evaluation of the intern experience. There is a regular schedule of reports to and evaluation by the supervisor and CTU Director of Field Education during the course of the program. Further details from the Office of the Director of Field Education.

By Arrangement

### DIT M-420 (2 QH)

#### Pastoral Care of the Mentally Ill

Day-long (working hours) experience once each week, with sampling of dimensions of Clinical Pastoral Education, in the setting of a psychiatric hospital, with seminars, lectures, work reports on pastoral visitation of patients; group discussions; supervision on job by Chaplain Supervisor and at De Andreis through peer-group supervisory seminar once each week. Enrollment limited to De Andreis students.

Kennedy Tu 9-4 Fall/Spring

### DIT M-421 (2 QH)

#### Pastoral Care of the Physically Ill

As in DIT M-420, but in general hospital setting. Enrollment limited to De Andreis students.

Kennedy Tu 9-4 Fall/Spring

### DIT M-440, 441, 442 (2 QH each quarter)

#### Pastoral Care Through Deaconship

Open to those ordained deacons who have completed DIT M 310-312 and M-420, 421. Based on experience of being a deacon and functioning as a deacon in a parish setting on weekends and as academic responsibilities allow. Reflection each week in seminar, by peer-group, on written or recorded material based on experiences in role as deacon. Enrollment limited to De Andreis students.

Kennedy Th 10:10-11 Fall/Winter/Spring

### LSTC M-491, 492, 493

#### Tutorial in Pastoral Counseling

There is limited opportunity for several students to receive clinical pastoral supervision in chaplaincy-counseling ministry in the Emergency Room-Trauma Center as well as other sections of Christ Community Hospital. Selected readings, clinical interviews and case write-ups will be required.

Swanson/Brooks/Otto Fall/Winter/Spring  
TBAr

### MTS M-421, 422, 423, 424

#### Clinical Pastoral Education

This course, full time (40 to 50 hours a week) for a quarter, is offered in hospitals and other institutional settings by chaplain supervisors ac-

## Ministry Studies: Supervised Ministry

credited by the Association for Clinical Pastoral Education. It is a basic practicum in pastoral care. These programs are available in Chicago as well as in many other cities across the country. Application should be made through the Director of Studies and the Department of Pastoral Care. Applications should be made at least one quarter ahead. One and one-half courses credit per quarter.

*Fall/Winter/Spring/Summer*

**MTS M-431, 432, 433, 434**

**Field Education: Clinical Pastoral Education (C.P.E.)**

Same as M-421, 422, 423, 424

*Fall/Winter/Spring/Summer*

**MTS M-437, 438, 439, 440**

**Field Education: Supervised Team Ministry**

Recommended for Middlers. Provides experience in, exposure to and participation in various ministerial roles. Up to one and one half courses credit if requirements are met.

A. Hayes *Fall/Winter/Spring/Summer*

**MTS M-446**

**Field Education: Individual Field Education**

Negotiated between student, Coordinator of Field Education and a church or agency. This opportunity provides focused experience for incoming students and a degree of specialization for senior students. Students wishing credit should register in the spring quarter for one half course credit for completion of individual placement field education. An additional one course credit may be available through the Director of Field Education.

A. Hayes *Spring*

**NBTS M-476**

**Case Studies in Ministry**

Utilizing the case study approach the course seeks to explore various issues surrounding ministry. The student's own ministry, its goals, styles, and effectiveness are also reviewed through the same process.

Buzzard WF 8-9:20 *Winter*

**MTS M-505, 506, 507, 508**

**Field Education: Internship**

A full-time, supervised placement in a church or church related agency. Interns should have completed two years of McCormick and at least one year of part-time field education. Assignments usually begin in June or September and continue for 9 to 12 months. One full course per quarter (up to a total of 3) if taken for credit.

Hayes *Fall/Winter/Spring/Summer*

**CTU M-505**

**Advanced Practicum in Pastoral Counseling**

Prerequisite is CTU M-405 or equivalent. The practicum requires enrollment for all three quarters. It consists of live counseling of high school students, with on-going supervision on a weekly basis.

*TBAr Fall/Winter/Spring*

**CTU M-517**

**Ministry of Reconciliation**

For course description consult Ministry Studies: Liturgy and Worship offerings.

Bonner/Mallonee/

MacDonald/Newbold F 2-4:30 *Winter*

**CTU M-518**

**Practicum in Liturgy**

For course description consult Ministry Studies: Liturgy and Worship offerings.

Staff F 2-4:30 *Spring*

**DIT M-503 (12 QH)**

**Intensive Clinical Pastoral Education**

On completing DIT M-310-312 and M-420-421 sequences, student may elect to seek enrollment in an intensive quarter of Clinical Pastoral Education at any center accredited by the Association for Clinical Pastoral Education to offer this teaching. Having made this option, student is required to fulfill it before ordination to the priesthood, but optimally before accepting ordination to the diaconate. Enrollment limited to De Andreis students.

TBAr *Summer/Fall/Winter/Spring*

**DIT M-504, 505, 506 (2 QH each quarter)**

**The Ministry of Education**

Student placement is in an educational setting worked out between the student and supervisor, namely: Lemont Teen Parish; retarded adults; campus ministry, or another location where proper on-the-job supervision is available. Peer-group theological reflection sessions are mandatory once a week. Enrollment limited to De Andreis students.

Kennedy W 10:10-11 *Fall/Winter/Spring*

**DIT M-507 (2 QH each quarter)**

**Pastoral Care to the Imprisoned**

Supervised ministry to the imprisoned. Offered in response to student interest.

Kennedy TBAr *Fall/Winter/Spring*

**DIT M-508, 509, 510 (2 QH each quarter)**

**The Minister as Advocate for the Poor**

In this course the student-minister is placed as a paralegal aid at the Mid-South Law Office in

**M**



## Interdisciplinary/Integrative Studies

south Chicago. After an initial period of training in welfare and tenant-landlord law procedures, he would begin interviewing and working with people eligible for government-entitled mandatory public assistance. Besides interviewing, the student would deal with the Department of Public Aid, and represent the poor at administrative hearings. On-job supervision is provided weekly by a supervising attorney, and the student also participates in theological reflection sessions weekly. Placement in Latino communities is available.

Kennedy TBAr Fall/Winter/Spring

### DIT M-590 (2 QH)

#### Pastoral Care Through Ministerial Supervision

An opportunity to learn principles and methods of ministerial supervision, through directed readings, weekly peer-group seminar and co-supervision of a theological reflection seminar. Admittance after personal interview and permission of professor. Enrollment limited to De Andreis students. Offered in response to student interest.

Kennedy TBAr TBAr

### CCTSM-620A, B, C

#### Practicum in Congregational Care

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-622A, B, C

#### Practicum in Marriage and Family Counseling

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-624A, B, C

#### Practicum in Pastoral Psychotherapy

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-626A, B, C

#### Practicum in Group Work and Group Counseling

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-628A, B, C

#### Practicum in Geriatric Pastoral Care

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-630A, B, C

#### Practicum in Drug Use and Abuse

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-632A, B, C

#### Practicum in Pastoral Care with Minority Groups

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-634A, B, C

#### Practicum in Religion and Medicine

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-636A, B, C

#### Practicum in Community Mental Health

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

### CCTS M-638A, B, C

#### Practicum in Clinical Pastoral Education

Cluster Pastoral TBAr Fall/Winter/Spring  
Care Faculty

## VII. INTERDISCIPLINARY / INTEGRATIVE STUDIES

### CTU I-315

#### Interpretation and Ministry

A course aimed at helping the student bring the Christian community's tradition (especially the Scriptures) to bear upon contemporary situations. Drawing upon materials from the student's own pastoral experience, the course will examine the theory and art of interpretation and analyze the interaction of situation, tradition, and human person in the work of ministry.

Osiek/Schreiter MW 12-1:15 Spring  
Osiek/Schreiter MW 2-3:15 Spring

### CTU I-390

#### Toward Theologizing from Personal Experience

This course introduces the student to a method for correlating the study of theology with the several dimensions of the student's own experience of life by means of a special approach to journal keeping designed by Dr. Ira Progoff. It includes a weekend workshop, a one-day workshop and two one-hour feedback sessions. Students contract to work regularly in the Journal and to submit a written report of the results of the process.

Dorff TBAr Fall

### JSTC B-401

#### Pre-Exilic Prophets and Social Concern

For course description consult Old Testament offerings.

Kenik/Tuite TTh 1-2:15 Winter

## Interdisciplinary/Integrative Studies

### CTU B-495

#### Bible Exegeted and Preached: Prophecy

For course description consult Old Testament offerings.

Baumer/StuhlmueLLer TTh 12-1:15 *Fall*

### CTU B-490

#### Biblical Foundations of Mission

For course description consult Old Testament offerings.

Senior/StuhlmueLLer MW 2-3:15 *Fall*

### JSTC H-416

#### Patristic Interpretation of Christianity

For course description consult Historical Studies: Early offerings.

Burns/Haight Th 2-5 *Fall*

### JSTC H-424

#### Medieval and Reformed Interpretations of Christianity

For course description consult Historical Studies: Medieval offerings.

Wicks/Haight MW 1:30-3 *Winter*

### CTUI-439 (1 full course each quarter)

#### Christology

A two-quarter, team-taught course on the mystery of Christ. The first quarter will concentrate on the problems of Christology in the New Testament. The second quarter will treat the development of Christology in the history of Conciliar theology and in systematic theology. Enrollment for two quarters mandatory; 3 credits per quarter.

Schreiter/Senior TTh 10:30-11:45 *Fall/Winter*

### JSTC T-452

#### Christology: Biblical, Historical, Contemporary

For course description consult Theological Studies offerings.

LaVerdiere/Burns/Schineller *Spring*  
TTh 10:30-11:45

### CCTS I-425

#### Can the Church be Christian?

This course is designed to explore and assess the classical tensions between private, communal, and institutional understandings of the Christian religion as these are embodied in current experience. Case studies, recent theological declarations, materials from the New Testament, sociology, and systematic theology will be examined. The goal is a fresh discovery of the relations between Christ, the Church, and a self-understanding of the Christian life as ministry. Student responsibilities will include assigned readings, active participation in class discussions, and a paper. Prerequisites: in-

troductory courses in New Testament and Systematic Theology.

W. Thompson/Burkhart W 2-5 *Winter*

### CTU I-450 (1 or 2 full courses)

#### Eucharist/Preaching/Celebration

A study of the scriptural origins and historical development of the eucharist liturgy, with particular emphasis on the eucharistic prayer. Theological reflection on the meaning of eucharist in light of the above and of contemporary discussion. Consideration of current questions, e.g., ecumenical questions of inter-communion and eucharistic ministry.

Those who take this course for six credits will also focus on communicating the eucharistic prayer and preaching the Eucharist. Competencies for preaching and celebration may be achieved through this course. Lab sessions not held during class time are required. Limited enrollment (15) for six credits with approval of instructors.

Baumer/Keifer MWF 10-11:50 *Winter*

### MTS M-408

#### Teaching Church History in the Congregation

For course description consult Ministry Studies: Religious Education offerings.

Priester/Schafer TTh 11-1 *Winter*

### LSTC I-410

#### Senior Seminar on Church Administration

A program designed for seniors at LSTC, especially those who anticipate service in parish or other ministries. The course considers (1) the agencies and resources available to the pastor and the ways in which they may be utilized; (2) the personal as well as professional needs in making the transition from the vocation of the student to that of professional ministry; (3) questions and problems of church administration, especially parish administration.

Kildegard TTh 10:45-12 *Winter*  
W 7-10 pm

### CTU M-517

#### Ministry of Reconciliation

For course description consult Ministry Studies: Liturgy and Worship offerings.

Bonner/Mallonee F 2-4:30 *Winter*  
MacDonald/Newbold

### CTU I-590

#### Toward Theologizing from Personal Experience

Course as described under CTU I-390, but conducted for advanced students.

Dorff TBA *Spring*



## Interdisciplinary/Integrative Studies

### **CCTS I-520 (1 full course each quarter)**

#### **Social Transformation: Intensive Unit I**

This course aims to assist students to develop an understanding of the interrelationships between Christian faith and the ministry of social transformation, between social scientific disciplines and the strategy and tactics of social action, and to become insightful and responsible participants in ministries of social change within church and community. For remainder of course description consult pp. 17-19.

Dudley/Durham F 9-12 *Fall/Winter*  
Pawlikowski/Tuite + Field Experience

### **CCTS I-540 (2 or 3 full courses)**

#### **Celebration: Intensive Unit I**

Intensive Unit I is an experience in a learning-celebrating community for the advanced student who wishes to become an ARTIST-INTERPRETER-INSTIGATOR of religious celebration. The phrase "artist-interpreter-instigator" indicates that the objectives of the Unit go beyond assisting the student to acquire the ability to function as leader of public worship which is characteristically expected of all ministers. The phrase "religious celebration" includes both the traditional forms of worship and also paraliturgical and other forms of communal celebration in the Judeo-Christian tradition. For remainder of course description consult pp. 19-21.

Brown/Sittler/Wardlaw Th 9-4 *Spring*

### **CCTS I-560 (2 or 3 full courses)**

#### **Cross Cultural Communication: Intensive Unit I**

The Intensive Unit has a double major thrust which will serve the needs and goals of a wide variety of students. On the one hand, it will give high priority to those students who desire to work or study in another cultural en-

vironment and will help them acquire beginning levels of competence for effective communication in cultures and subcultures other than their own. At the same time, the concentration will provide a wider range of students the opportunity to experience in a unique way the cultural assumptions and limits of their theological thinking, and to lay the foundation for a broader international, interracial and ecumenical understanding, concern and commitment both in their theological education as well as in their further ministry. For remainder of course description consult pp. 21-24.

Armendáriz/Barbour/Boberg/Pero *Spring*  
M 9-3, W 3:30-9:30 pm

### **CCTS I-570 (2 full courses)**

#### **Interpretation and Communication: Preaching: Intensive Unit I**

The Intensive Unit is designed to enable students to achieve competence and effectiveness in the preaching task (1) through the interpretation of biblical foundations, theological traditions, and contemporary events and human experiences; and (2) through the functional integration of the interpretative task in the context of sermon formulation and proclamation. For remainder of course description consult pp. 27-29.

Brauch/Fischer/Kennel Th 3-9 pm *Spring*

### **CCTS T-572**

#### **Advanced Seminar in Theology and the Sciences**

For course description consult Theological Studies offerings.

Burhoe/Riggan Tu 7-10 pm *Spring*

### **MTS H-605**

#### **Recent Developments in Church Polity**

For course description consult Historical Studies: American offerings.

Schafer/Worley April 17-21, TBA *Spring*

# CLUSTER PERSONNEL

## FACULTY AND EXECUTIVE OFFICERS

**Elizabeth E. Adams** (M/L) *Visiting Lecturer in Religious Education (Director of Religious Education, First Parish, Unitarian Universalist, Lexington, Massachusetts)*  
B.A., University of the Pacific; Study, Harvard University.

**Lowell C. Albee, Jr.** (LSTC) *Director of Library*  
B.A., Upsala College; M.Div., Augustana Theological Seminary; M.S., Simmons College, School of Library Science; Study, Andover-Newton Theological School; University of Chicago; Concordia Seminary, St. Louis.

**Robert M. Allen** (BTS) *Instructor in Humanities and Religion*  
B.A., Manchester College; M.A.Th., Bethany Theological Seminary.

**Philip A. Anderson** (CTS) *Professor of Pastoral Theology*  
B.A., Macalester College; B.D., Chicago Theological Seminary; Ph.D. University of Edinburgh.

**Rubén Armendáriz** (MTS) *Associate Professor of Ministry and Director of Latino Studies Program*  
B.A., University of Texas; B.D., Austin Presbyterian Theological Seminary; Study, Presbyterian Institute of Industrial Relations.

**James Armstrong** (MTS) *Bishop of the United Methodist Church, Dakotas Area*  
A.B., Florida Southern College; B.D., Emory University; Study, University of Chicago; Boston University.

**Arthur O. Arnold** (LSTC) *President*  
A.B., Gustavus Adolphus College; M.Div., Augustana Theological Seminary; M.A., Northwestern University; D.D., Pacific Lutheran College; Study, University of Minnesota; University of Chicago.

**Homer U. Ashby, Jr.** (CCTS) *Counseling Associate, Center for Religion and Psychotherapy of Chicago*  
A.B., Princeton University; M.Th., D.Mn., University of Chicago; Ph.D. (Cand.), Garrett-Evangelical Theological Seminary and Northwestern University.

**David W. Augsburg** (NBTS) *Associate Professor of Pastoral Psychology and Counseling*  
B.A., Eastern Mennonite College; B.D., Eastern Mennonite Seminary; Ph.D., School of Theology at Claremont.

**Claude Marie Barbour** (CTU) *Assistant Professor of World Mission (Minister of Youth, First United Presbyterian Church, Gary)*  
B.S.N., Ecole d'Infirmières et d'Assistantes Sociales du Comité National de Défense contre la Tuberculose, Paris; M.Div., Sorbonne et Faculté Libre de Théologie Protestante de Paris; S.T.M., New York Theological Seminary; S.T.D., Garrett-Evangelical Theological Seminary.

**Fred A. Baumer**, C.P.P.S. (CTU) *Instructor in Preaching and Communications*  
B.A., M.A., University of Dayton; M.F.A., Catholic University of America.



**Robert Benne** (LSTC) *Professor of Church and Society*

A.B., Midland Lutheran College; M.A., Ph.D., University of Chicago; Study, University of Erlangen.

**Reidar B. Bjornard** (NBTS) *Professor of Old Testament Interpretation*

Cand. Theol., University of Oslo; Th.D., Southern Baptist Theological Seminary; Study, Uppsala University; American School of Oriental Research, Jerusalem.

**Colvin Blanford** (NBTS) *Instructor in Black Studies and Urban Church (Pastor, First Baptist Church, Gary)*

B.A., San Francisco State College; B.D., Berkeley Baptist Divinity School; Rel.D., School of Theology at Claremont.

**John Boberg**, S.V.D. (CTU) *Associate Professor of Mission Theology*

B.A., Divine Word Seminary, Techny; S.T.L., D.Miss., Pontifical Gregorian University, Rome.

**Robert G. Boling** (MTS) *Professor of Old Testament*

B.S., Indiana State College; M.Div., McCormick Theological Seminary; Ph.D., Johns Hopkins University; Study, American School of Oriental Research, Jerusalem.

**Dismas Bonner**, O.F.M. (CTU) *Professor of Church Law*

B.A., Quincy College; J.C.B., Pontifical Athenaeum Antonianum, Rome; J.C.L., J.C.D., Catholic University of America.

**Doris Ann Borchert** (NBTS) *Instructor in Christian Education*

B.A., Eastern Baptist College; M.R.E., Eastern Baptist Theological Seminary; Study, Trenton State College; North American Baptist Seminary.

**Gerald L. Borchert** (NBTS) *Professor of New Testament and Dean*

B.A., LL.B., University of Alberta; M.Div., Eastern Baptist Theological Seminary; Th.M., Ph.D., Princeton Theological Seminary; Study, Princeton University; Albright Institute of Archaeological Research; American Institute of the Holy Land.

**Jean Bozeman** (LSTC) *Associate Professor of Religious Education*

A.B., Lenior Rhyne College; M.A., Temple University; M.A.R.S. (Cand.), University of Chicago; Study, Michigan State University; Millersville State College. (Sabbatical, Fall and Winter Quarters).

**Carl E. Braaten** (LSTC) *Professor of Systematic Theology*

A.B., St. Olaf College; B.Th., Luther Theological Seminary; Th.D., Harvard University; Fulbright Scholar, University of Paris (Sorbonne); Sinclair Kennedy Traveling Fellow, University of Heidelberg.

**Manfred T. Brauch** (NBTS) *Associate Professor of New Testament Interpretation*

B.A., Houghton College; B.D., North American Baptist Seminary; Th.M., Princeton Theological Seminary; Ph.D., McMaster University; Study, Universität Hamburg; Theologisches Seminar der Deutschen Baptisten.

**James F. Bresnahan**, S.J. (JSTC) *Associate Professor of Moral Theology*

A.B., College of the Holy Cross; M.A., Ph.L., S.T.L., Weston College; J.D., LL.M., Harvard Law School; J.C.B., Pontifical Gregorian University, Rome; M.Phil., Ph.D., Yale University.

**Alvin Bridges** (CCTS) *Executive Director, Associated Urban Ministries, Presbytery of Chicago*  
B.A., Stillman College; M.Div., American Evangelical Divinity School.

**Arthur S. Brown** (NBTS) *Instructor in Evangelism (Pastor, Western Springs Baptist Church, Western Springs)*  
B.A., Wheaton College; M.A., Wheaton Graduate School of Theology; Ph.D. (Cand.), New York University; Study, Biblical Seminary in New York; The Sorbonne; University of Heidelberg.

**Dale W. Brown** (BTS) *Professor of Christian Theology*  
B.A., McPherson College; B.D., Bethany Theological Seminary; Ph.D., Northwestern University. (Leave of absence, 1977-78).

**Frank B. Brown** (MTS, CCTS) *Director of Music and Composer in Residence, University Church of Disciples of Christ*  
B.A., Georgetown College; M.A., Ph.D., University of Chicago.

**Ralph Wendell Burhoe** (CCTS) *Director, Center for Advanced Study in Religion and Science; Professor Emeritus of Theology and Science, Meadville/Lombard Theological School*  
Sc.D., Meadville/Lombard Theological School.

**John E. Burkhardt** (MTS) *Professor of Systematic Theology*  
B.A., D.D., Occidental College; B.D., Union Theological Seminary; Ph.D., University of Southern California; Study, University College, London.

**J. Patout Burns**, S.J. (JSTC) *Assistant Professor of Historical Theology; (CTU) Lecturer in Church History*  
B.A., M.A., Spring Hill College; M.Div., Regis College, Willowdale; M.Th., St. Michael's College, Toronto; M.Phil., Ph.D., Yale University.

**Lynn R. Buzzard** (NBTS) *Assistant Professor of Ministry and Director of Field Education*  
B.A., M.A.T., M.Div., Duke University; S.T.D. (Cand.), San Francisco Theological Seminary.

**Edward F. Campbell** (MTS) *Françis A. McGaw Professor of Old Testament*  
B.A., Yale University; B.D., McCormick Theological Seminary; Ph.D., Johns Hopkins University.

**Richard W. Carlson** (MTS) *Instructor in Education and Ministry and Group Development Administrator*  
B.A., North Park College; M.Div., Union Theological Seminary; D.Min., McCormick Theological Seminary.

**Forrest S. Clark** (NBTS) *Assistant Professor of Bibliography and Librarian*  
B.S., Middle Tennessee State University; M.Div., Southern Baptist Theological Seminary; M.S. in L.S., University of North Carolina; Doctoral Studies at Northern Illinois University.

**Adela Yarbro Collins** (MTS) *Assistant Professor of New Testament*  
B.A., Pomona College; M.A., Ph.D., Harvard University; Study, University of Portland; University of Tübingen. (On leave, Fall Quarter).

**Alcuin Coyle**, O.F.M. (CTU) *Professor of Church Law and President*  
B.A., M.A., St. Bonaventure University; S.T.L., J.C.D., Pontifical Athenaeum Antonianum, Rome.



- Agnes Cunningham**, S.S.C.M. *Associate Professor of Church History, St. Mary of the Lake Seminary*  
M.A., Marquette University; S.T.D., Facultes Catholiques, Lyon; Study, University of Strasbourg.
- John J. Danagher**, C.M. (DIT) *Canon Law, Sacramental Theology*  
A.B., St. Mary's Seminary, Perryville; J.C.D., University of St. Thomas, Rome.
- Paul M. Dietterich** (MTS) *Director of Service, Center for Parish Development, Evangelical Theological Seminary*  
B.A., Ohio Wesleyan University; S.T.B., Th.D., Boston University.
- Francis Dorf**, O.Praem. (CTU) *Lecturer in Doctrinal Theology*  
S.T.L., Pontifical Gregorian University, Rome; S.T.D., Institute Catholique, Paris.
- James J. Doyle** S.J. (JSTC) *Professor Emeritus of Fundamental Theology*  
A.B., St. Louis University; Ph.L., S.T.L., West Baden College; M.A., University of Toronto; S.T.D., L'Immaculee-Conception, Montreal.
- Carl S. Dudley** (MTS) *Professor of Church and Community*  
B.A., Cornell University; B.D., Union Theological Seminary; D.Min., McCormick Theological Seminary; Study, New York School of Social Work; Washington University.
- Earl L. Durham** (CCTS) *Assistant Professor, School of Social Service Administration, University of Chicago*  
B.S., Roosevelt University; A.M., School of Social Service Administration, University of Chicago; Study, National Training Laboratory; Industrial Relations Center, University of Chicago.
- Donald F. Durnbaugh** (BTS) *Professor of Church History*  
B.A., Manchester College; M.A., University of Michigan; Ph.D., University of Pennsylvania.
- Richard D. Eckert** (NBTS) *Instructor in Church Music Administration (Associate Pastor, North Shore Baptist Church, Chicago)*  
B.M.E., Wheaton College; M.Div., Northern Baptist Theological Seminary.
- Gerard V. Egan** (JSTC), *Coordinator, Ministerial Program*  
A.B., Loyola University, Chicago; Ph.L., West Baden College; M.A., Fordham University; Ph.D., Saint Louis University.
- J. Ronald Engel** (M/L) *Assistant Professor of Social Ethics*  
A.B., Johns Hopkins University; B.D., Meadville Theological School; M.A., Ph.D. (Cand.), University of Chicago.
- William G. Enright** (NBTS) *Instructor in Preaching and Worship (Pastor, First Presbyterian Church, Glen Ellyn)*  
A.B., Wheaton College; B.D., Fuller Theological Seminary; Th.M., McCormick Theological Seminary; Ph.D., University of Edinburgh.
- Robert Allen Evans** (MTS) *Theologian, Hartford Seminary Foundation*  
B.A., Yale University; B.D., Yale Divinity School; Ph.D., Union Theological Seminary; Study, University of Edinburgh; University of Basel; Free University of Berlin.

- Anthony J. Falanga, C.M. (DIT)** *Systematic Theology and President*  
A.B., St. Mary's Seminary, Perryville; S.T.L., S.T.D., Catholic University of America.
- Nancy R. Faus (BTS)** *Instructor in Colloquium*  
B.A., University of Pennsylvania; M.A., Columbia University.
- Wayne L. Fehr, S.J. (JSTC)** *Instructor in Systematic Theology*  
A.B., Xavier University; Ph.L., West Baden College; M.A., Loyola University, Chicago; S.T.L., Sankt Georgen, Frankfurt; M.Phil., Ph.D. (Cand.), Yale University.
- Thomas N. Finger (NBTS)** *Assistant Professor of Systematic Theology*  
B.A., Wheaton College; B.D., Gordon Divinity School; Ph.D., School of Theology at Claremont; Study, University of Munich.
- James A. Fischer, C.M. (DIT)** *Sacred Scripture and Academic Dean*  
A.B., St. Mary's Seminary, Perryville; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute, Rome; LL.D., Niagara University.
- Robert H. Fischer (LSTC)** *Professor of Church History*  
A.B., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Yale University.
- Archimedes Fornasari, F.S.C.J. (CTU)** *Lecturer in Ethics*  
B.A., M.A., Xavier University; Ph.D. Catholic University of America.
- Edmund J. Fortman, S.J. (JSTC)** *Professor Emeritus of Historical Theology*  
A.B., Loyola University, Chicago; Ph.L., M.A., St. Louis University; S.T.L., St. Mary's College, Kansas; S.T.D., Pontifical Gregorian University, Rome.
- Arthur L. Foster (CTS)** *Professor of Theology and Personality and Director, Center for the Study of Theology and the Human Sciences*  
B.A., McMaster University; B.D., McMaster University Divinity School; Ph.D., University of Chicago.
- John Fuellenbach, S.V.D. (CTU)** *Divine Word Scholar-in-Residence, Visiting Professor of Mission Theology*  
S.T.L., Pontifical Gregorian University, Rome; S.T.D. (Cand.), Catholic University of America.
- Wesley J. Fuerst (LSTC)** *Professor of Old Testament and Dean of Faculty*  
A.B., Midland Lutheran College; M.Div., Central Lutheran Theological Seminary; Th.D., Princeton Theology Seminary; Study, University of Erlangen.
- Ismael García (MTS)**  
B.A., University of Puerto Rico; M.A., Ph.D. (Cand.), University of Chicago.
- James Gardiner (MTS)** *Associate Synod Executive, Synod of Florida*  
A.B., Northern Illinois University; M.Div., S.T.M., McCormick Theological Seminary; Ph.D., Northwestern University.
- Richard B. Gardner (BTS)** *Visiting Lecturer in New Testament Studies (Editor of Biblical Resources, Parish Ministries Commission, Office of the General Board of the Church of the Brethren, Elgin)*  
B.A., Juniata College; M.Div., Bethany Theological Seminary; Dip. in Theol., University of Wurzburg.



- Dennis Geaney**, O.S.A. (CTU) *Associate Professor of Ministry and Director of Field Education*  
A.B., Villanova University; M.A., Catholic University of America.
- Neil Gerdes** (M/L) *Librarian and Instructor in Bibliography, (CCTS) Director of Library Programs*  
A.B., University of Illinois; B.D., Harvard University; M.A., Columbia University; M.A., University of Chicago.
- Francis Germovnik**, C.M. (DIT) *Librarian and Modern and Classical Languages*  
A.B., University of Ljubluana, Yugoslavia; M.A.L.S., Rosary College; J.C.L., J.C.D., University of St. Thomas, Rome.
- John Charles Godbey** (M/L) *Associate Professor of Church History and Academic Dean*  
A.B., Nebraska Wesleyan University; B.D., Federated Theological Faculty, University of Chicago; M.A., Ph.D., University of Chicago.
- Myron Gohmann**, C.P. (CTU) *Associate Director of Library*  
L.Hist.E., Pontifical Gregorian University, Rome; M.A.L.S., Rosary College. (Sabbatical, 1977-78).
- Jorge González** (MTS) *Gund Professor of Religion, Berry College*  
B.L., Candler College, Marianao, Cuba; T.S.B., Seminario Evangélico de Teología Mantanzas, Cuba; Ph.D., Emory University.
- Justo González** (MTS) *Writer, Editorial Caribe*  
B.A., University of Havana; S.T.B., Union Theological Seminary, Matanzas, Cuba; S.T.M., M.A., Ph.D., Yale University; Study, Yale University.
- Warren F. Groff** (BTS) *Professor of Christian Theology and President*  
B.A., Juniata College; B.D., Yale Divinity School; Ph.D., Yale University.
- William G. Guindon**, S.J. (JSTC) *President and Dean*  
A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; Ph.D., Massachusetts Institute of Technology.
- Roger D. Haight**, S.J. (JSTC) *Assistant Professor of Systematic Theology*  
B.A., M.A., Berchmans College, Cebu; S.T.B., Woodstock College; M.A., Ph.D., University of Chicago.
- Winfield S. Hall** (LSTC) *Instructor, New Testament Greek*  
A.B., Haverford College; S.T.B., Harvard Divinity School; Th.D. (Cand.), Lutheran School of Theology at Chicago.
- Hugh F. Halverstadt** (MTS) *Pastor, Covenant Church, Tuscaloosa, Alabama*  
A.B., King College; B.D., Union Theological Seminary in Virginia; Ph.D., Northwestern University.
- Maryanne Hanak** (CTU) *Associate Director of Library*  
B.A., Rutgers University; M.L.S., State University of New York at Albany.
- John A. Hardon**, S.J. (JSTC) *Research Professor of Fundamental Theology*  
A.B., John Carroll University; M.A., Loyola University, Chicago; S.T.L., West Baden College; S.T.D., Pontifical Gregorian University, Rome.
- William E. Hartenbach**, C.M. (DIT) *Church History, Patrology*  
A.B., St. Mary's Seminary, Perryville; M.A., Ph.D. (Cand.), Catholic University of America.

**Ardith Spierling Hayes** (MTS) *Associate Professor of Ministry and Director of Studies and of Field Education*  
B.A., College of Wooster; B.D., Th.M., Yale Divinity School.

**Franklin W. Hayes** (MTS) *Alcoholism Counselor, Oak Park Family Service and Mental Health Center and Berwyn Family Service and Mental Health Center*  
B.A., North Central College; B.D., Yale Divinity School; M.A., Yale University.

**Zachary Hayes, O.F.M.** (CTU) *Professor of Doctrinal Theology*  
B.A., Quincy College; Dr. Theol., Friederich-Wilhelm University, Bonn; Litt.D., St. Bonaventure University. (Sabbatical, Winter and Spring Quarters).

**Shirley J. Heckman** (BTS) *Visiting Lecturer in Christian Education (Consultant for Educational Development, Parish Ministries Commission, Office of the General Board of the Church of the Brethren, Elgin)*  
B.A., University of Denver, M.R.E., Iliff School of Theology; Ph.D., University of Denver.

**Phillip J. Hefner** (LSTC) *Professor of Systematic Theology*  
A.B., Midland Lutheran College; M.Div., Chicago Lutheran Theological Seminary; M.A., Ph.D., University of Chicago; Fulbright Scholar, University of Tübingen. (Sabbatical, Fall, Winter and Spring Quarters).

**Earle Hilgert** (MTS) *Professor of Bibliography and New Testament Studies*  
B.A., Walla Walla College; B.D., Adventist Theological Seminary; M.A., University of Chicago; D.Theol., University of Basel.

**Elvire Hilgert** (MTS) *Assistant Librarian*  
B.A., Pacific Union College; M.L.S., Catholic University of America; Study, Adventist Theological Seminary; University of the Philippines, Manila; University of Basel.

**John O. Hodges** (CCTS)  
A.B., Morehouse College; M.A. (English), Atlanta University; M.A., Ph.D. (Cand.), University of Chicago; Study, University of Nantes; Yale University.

**Estella Boggs Horning** (BTS) *Visiting Lecturer in Biblical Studies*  
B.A., Manchester College; R.N., Presbyterian Hospital; M.Div., Bethany Theological Seminary; Doctoral Studies, Garrett-Evangelical Theological Seminary and Northwestern University.

**Damien Isabell, O.F.M.** (CTU) *Associate Professor of Spiritual Theology*  
B.A., Quincy College; S.T.B., Pontifical Athenaeum Antonianum, Rome; S.T.L., S.T.D., Pontifical Gregorian University, Rome.

**Masami Ishii** (LSTC) *Visiting Professor of Missions (Professor of Systematic Theology, Japan Lutheran Theological College/Seminary)*  
B.D., Lutheran Theological Seminary at Philadelphia; M.Th., Luther Theological Seminary at St. Paul; Study, Japan Lutheran Theological Seminary.

**E. Alfred Jenkins** (NBTS) *Professor of Christian Education*  
B.A., Wheaton College; B.D., Northern Baptist Theological Seminary; M.A., Ph.D., University of Chicago.

**Theodore W. Jennings, Jr.** (CTS) *Assistant Professor of Theology*  
B.A., Duke University; B.D., Ph.D., Emory University.



- Robert Karris, O.F.M. (CTU)** *Associate Professor of New Testament*  
B.A., Quincy College; S.T.B., Pontifical Athenaeum Antonianum, Rome;  
S.T.L., Catholic University of America; Th.D., Harvard Divinity School.
- Peter I. Kaufman (M/L)** *Visiting Assistant Professor of Constructive Theology*  
B.A., Trinity College; B.D., Chicago Theological Seminary; M.A., Ph.D.,  
University of Chicago.
- Ralph A. Keifer (CTU)** *Associate Professor of Liturgy*  
B.A., Providence College; M.A., Ph.D., University of Notre Dame.
- Robert Kemper (CTS)** *Adjunct Faculty in Preaching (Senior Minister, First  
Congregational Church, Western Springs)*  
B.A., Cornell College; M.Div., Chicago Theological Seminary.
- Helen A. Kenik, O.P. (JSTC)** *Instructor in Biblical Theology*  
B.A., Siena Heights College; M.S., Barry College; Ph.D. (Cand.), St. Louis  
University.
- Dennis O. Kennedy, C.M. (DIT)** *Sacramental Theology, Liturgy, Pastoral and  
Field Education*  
A.B., St. Mary's Seminary, Perryville; M.A., University of Notre Dame;  
M.Div., DeAndreis Institute of Theology; D.Min. (Cand.), Catholic University  
of America.
- LeRoy E. Kennel (BTS)** *Professor of Communications*  
B.A., Goshen College; M.A., Iowa State University; B.D., Goshen College  
Biblical Seminary; Ph.D., Michigan State University.
- Axel C. Kildegaard (LSTC)** *Professor of Functional Theology*  
A.B., State University of Iowa; Cand. Theol., Grand View Seminary; S.T.M.,  
Yale University.
- Dennis C. Kinlaw (MTS)** *Special Projects Officer for Chief of Chaplains, U.S. Na-  
vy*  
B.S., Florida Southern College; B.D., Garrett Theological Seminary; S.T.M.,  
Wesley Theological Seminary; D.Ed., George Washington University.
- Walter J. Kukkonen (LSTC)** *Professor of Pastoral and Historical Theology*  
B.S., Northern Illinois University; M.Div., S.T.M., S.T.D., Chicago Lutheran  
Theological Seminary; Study, Concordia Theological Seminary, Springfield;  
Suomi Theological Seminary; University of Helsinki.
- Andre Lacocque (CTS)** *Professor of Old Testament and Director, Center for Jew-  
ish-Christian Studies*  
D.Litt., D.Theol., University of Strasbourg.
- Eugene A. LaVerdiere, S.S.S. (JSTC)** *Associate Professor of Biblical Theology*  
B.A., M.A., John Carroll University; S.S.L., Pontificio Istituto Biblico; Elève  
Titulaire, Ecole Biblique, Jerusalem; M.A., Ph.D. (Cand.), University of  
Chicago.
- Perry D. LeFevre (CTS)** *Professor of Theology and Dean*  
B.A., Harvard University; B.D., Chicago Theological Seminary; Ph.D.,  
University of Chicago.

**David L. Lindberg** (LSTC) *Associate Professor of Missions; Director of Field Education and Acting Director of Doctor of Ministry Program*  
A.B., Gustavus Adolphus College; M.Div., Augustana Theological Seminary;  
M.A., Ph.D., University of Chicago.

**John Linnan**, C.S.V. (CTU) *Lecturer in Doctrinal Theology (Provincial Councillor, Chicago Province of the Viatoirans, Arlington Heights)*  
B.A., Georgetown University; S.T.B., M.A., S.T.L., S.T.D., University of Louvain.

**Wilhelm C. Linss** (LSTC) *Professor of New Testament*  
B.D. (equiv.), University of Erlangen; Th.D., Boston University School of Theology; Study, University of Munster; University of Michigan. (Sabbatical, Fall, Winter and Spring Quarters).

**Sebastian MacDonald**, C.P. (CTU) *Professor of Ethics*  
B.A., Holy Cross Academic Institute, Chicago; S.T.L., S.T.D., University of St. Thomas, Rome; Study, Princeton University.

**George P. Magnuson** (MTS) *Professorial Lecturer in Church and Ministry and Major Project Administrator*  
B.A., University of Minnesota; B.D., North Park Theological Seminary; M.A., D.Min., McCormick Theological Seminary.

**Robert W. Mallonee**, S.V.D. (CTU) *Associate Professor of Pastoral Care*  
B.A., Baldwin-Wallace College; M.A., Loyola University, Chicago; M.A.L.S., Rosary College; D.Min., Chicago Theological Seminary.

**Clyde L. Manschreck** (CTS) *Professor of Church History and Director, Center for Reformation and Free Church Studies*  
B.A., George Washington University; B.D., Garrett Theological Seminary; M.A., Northwestern University; Ph.D., Yale University.

**Randall Mason** (CTS) *Adjunct Faculty (Director, Center for Religion and Psychotherapy of Chicago)*  
B.A., B.D., Duke University; S.T.M., Union Theological Seminary; Ph.D., Washington University.

**David J. McGown** (CCTS) *Campus Minister, University of Illinois at Chicago Circle and Coordinator, Metropolitan Task Force, United Commission on Campus Christian Ministries*  
B.A., Yale University; B.D., McCormick Theological Seminary; Study New York Theological Seminary; San Diego State College; Kansas State University.

**Duncan McIntosh** (NBTS) *Instructor in World Mission (Pastor, Geneva Road Baptist Church, Wheaton, Illinois)*  
B.Mus., Houghton College; B.D., Th.M., Fuller Theological Seminary; D.Min. (Cand.), Eastern Baptist Theological Seminary.

**Harry C. Meserve** (M/L) *Minister-in-Residence*  
A.B., Haverford College; S.T.B., Harvard University; D.D., Meadville/Lombard Theological School.

**Lauree Hersch Meyer** (BTS) *Visiting Lecturer in Historical Theology*  
B.A., Bridgewater College; M.A., Ph.D., University of Chicago.



**J. Robert Meyners** (CTS) *Associate Professor of Theology and Urban Culture*  
B.D., Chicago Theological Seminary; Th.D., Union Theological Seminary;  
Study, University of Redlands.

**Walter L. Michel** (LSTC) *Assistant Professor of Old Testament*  
B.D. (equiv.), University of Vienna; M.A., Ph.D., University of Wisconsin;  
Study, University of Heidelberg; Chicago Lutheran Theological Seminary;  
Western Michigan University; Yale University.

**Donald E. Miller** (BTS) *Professor of Christian Education and Ethics and Director of Graduate Studies*  
M.A., University of Chicago; B.D., Bethany Theological Seminary; Ph.D.,  
Harvard University; Study, Yale University; Cambridge University.

**Oscar J. Miller**, C.M. (DIT) *Communications, Homiletics*  
A.B., St. Mary's Seminary, Perryville; M.A., Northwestern University.

**John P. Minogue**, C.M. (DIT) *Moral Theology, Systematics*  
B.A., St. Mary's Seminary, Perryville; M.A., DePaul University; Doctoral  
Studies, Catholic University of America.

**Michael Montague**, S.J. (JSTC) *Associate Professor of Historical Theology and Director of Continuing Education*  
A.B., M.A., Loyola University, Chicago; Ph.L., S.T.L., West Baden College;  
Ph.D., Saint Louis University.

**Robert L. Moore** (CTS) *Assistant Professor of Theology and Personality and Acting Director of Clinical Studies*  
B.A., Hendrix College; M.Th., Southern Methodist University; M.Th., Duke  
University; M.A., Ph.D., University of Chicago; Study, Alfred Adler  
Institute, Chicago.

**Lewis S. Mudge** (MTS) *Professor of Theology and Dean*  
B.A., Princeton University; B.A., M.A., Oxford University; B.D., Princeton  
Theological Seminary; M.A., Amherst College; Ph.D., Princeton University;  
Study, University of Marburg, University of Paris.

**J. Gordon Myers**, S.J. (JSTC) *Coordinator, Ministerial Team and Adjunct Assistant Professor of Pastoral Theology*  
B.S., B.A., Xavier University, Cincinnati; M.Div., Regis College, Willowdale;  
M.R.Ed., Loyola University, Chicago; Study, National Training Laboratory;  
Center for the Study of the Person, La Jolla; Human Development Training In-  
stitute, San Diego.

**William R. Myers** (MTS) *Assistant Pastor, Flossmoor Community Church, Flossmoor*  
B.A., Westminster College; M.Div., Pittsburgh Theological Seminary; M.Ed.  
(Counseling), Rhode Island College.

**William R. Myers** (NBTS) *President*  
B.A., University of Cincinnati; B.D., Southern Baptist Theological Seminary;  
D.D., Northern Baptist Theological Seminary; Study, Union Theological  
Seminary; Princeton Theological Seminary.

**Thomas Nairn**, O.F.M. (CTU) *Lecturer in Ethics*  
B.A., Quincy College; M.Div., M.A., Catholic Theological Union; Ph.D.  
(Cand.), University of Chicago.

- F. Burton Nelson** *Professor of Theology and Ethics, North Park Theological Seminary*  
B.A., Brown University; B.D., Yale University Divinity School; Ph.D., Northwestern University and Garrett Theological Seminary; Study, North Park Theological Seminary.
- Lawrence Nemer, S.V.D. (CTU)** *Associate Professor of Church History*  
B.A., Divine Word Seminary, Techy; L.Miss., Pontifical Gregorian University, Rome; M.A., Catholic University of America; Ph.D. (Cand.), Cambridge University. (On leave for doctoral studies, Fall Quarter).
- Thomas More Newbold, C.P. (CTU)** *Professor Emeritus of Pastoral Theology*  
B.A., Holy Cross Academic Institute, Chicago; Maitre-es-Sc-Med., L'Institut d'Etude Medieval d'Albert le Grand; Ph.D., University of Montreal.
- Morris J. Niedenthal (LSTC)** *Professor of Functional Theology*  
B.S., Northwestern University; M.Div., Chicago Lutheran Theological Seminary; Th.D., Union Theological Seminary; Fulbright Scholar, Manchester University, England.
- N. Leroy Norquist (LSTC)** *Associate Professor of New Testament*  
A.B., Augustana College; M.Div., Augustana Theological Seminary; S.T.M., Wittenberg University; Ph.D., Hartford Seminary Foundation; Study Princeton Theological Seminary.
- John J. O'Callaghan, S.J. (JSTC)** *Assistant Professor of Moral Theology*  
A.B., M.A., Loyola University, Chicago; Ph.L., S.T.L., West Baden College; S.T.D., Pontifical Gregorian University, Rome. (Academic leave, 1976-78).
- James I. O'Connor, S.J. (JSTC)** *Professor Emeritus of Pastoral Care and Spirituality*  
Litt.B., M.A., Xavier University; Ph.L., S.T.L., West Baden College; J.C.B., Catholic University of America; J.C.L., J.C.D., Pontifical Gregorian University, Rome.
- Eric H. Ohlmann (NBTS)** *Associate Professor of Church History*  
B.A., University of Alberta; B.D., North American Baptist Seminary; Th.M., Southern Baptist Theological Seminary; Th.D., Graduate Theological Union; Study, Predigerseminar, Hamburg.
- Kenneth O'Malley, C.P. (CTU)** *Director of Library*  
M.A.L.S., University of Michigan; Ph.D. (Cand.), University of Illinois; Study, University of Detroit; Loyola University, Chicago; Saint Louis University; Spalding College.
- Carolyn A. Osiek, R.S.C.J. (CTU)** *Instructor in New Testament Studies*  
B.A., Fontbonne College, St. Louis; M.A.T., Manhattanville College; Th.D. (Cand.), Harvard Divinity School.
- Gilbert Ostdiek, O.F.M. (CTU)** *Professor of Doctrinal Theology and Dean*  
B.A., Quincy College; S.T.L., S.T.D., L.G., Pontifical Athenaeum Antonianum, Rome; Study, Harvard Divinity School. (Sabbatical, Winter and Spring Quarters).
- Thomas D. Parker (MTS)** *Professor of Systematic Theology*  
B.A., Los Angeles State College; B.D., San Francisco Theological Seminary; Th.D., Princeton Theological Seminary; Study, University of Munich.



- John Paul**, M.S.C. (CTU) *Dean of Students*  
S.T.L., Pontifical Gregorian University, Rome; J.C.D., Catholic University of America.
- John T. Pawlikowski**, O.S.M. (CTU) *Associate Professor of Ethics*  
A.B., Loyola University, Chicago; Ph.D., University of Chicago.
- Hayim Goren Perelmuter** (CTU) *Chautauqua Professor of Jewish Studies*  
B.A., McGill University, Montreal; M.H.L., Jewish Institute of Religion, New York; D.H.L. (Cand.), Hebrew Union College—Hebrew University; D.D., Hebrew Union College, Cincinnati.
- Albert Pero, Jr.** (LSTC) *Instructor in Religious Education and Constructive Theology*; (CTU) *Lecturer in Constructive Theology*  
A.B., M.A., University of Detroit; B.Th., Concordia Theological Seminary, Springfield; S.T.D., Lutheran School of Theology at Chicago.
- Richard P. Poethig** (MTS) *Professorial Lecturer in Church and Industrial Society and Director of Institute on the Church in Urban-Industrial Society*  
B.A., College of Wooster; M.Div., Union Theological Seminary; Study, Ateneo University of Manila; Massachusetts Institute of Technology.
- Marcus J. Priestler** (MTS) *Professor of Christian Education*  
B.A., D.D., Grove City College; S.T.B., S.T.M., Western Theological Seminary; Th.D., University of Toronto; Study, Clarion State Teacher College.
- Jerome W. Rausch**, O.S.C. (CTU) *Associate Professor of Doctrinal Theology and Assistant Dean*  
S.T.D., University of St. Thomas, Rome; Eleve Titulaire, Ecole Biblique, Jerusalem; Study, University of Notre Dame.
- David C. Reeves** (MTS) *Associate Professor of New Testament*  
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Harvard University; Study, University of Gottingen.
- V. Bruce Rigdon** (MTS) *Professor of Church History*  
B.A., College of Wooster; B.D., Yale Divinity School; M.A., Ph.D., Yale University; Study, Oxford University.
- George A. Riggan** (M/L) *Visiting Professor of Theology (Riley Professor of Systematic Theology, Hartford Seminary Foundation)*  
B.A., Oklahoma City University; B.D., Garrett Biblical Institute; Ph.D., Yale University; Study, University of Heidelberg; Center for Advanced Study in Theology and the Sciences.
- Paul V. Robb**, S.J. (JSTC) *Assistant Professor of Pastoral Care and Spirituality (Director, Institute for Spritual Leadership)*  
Litt.B., Xavier University; Ph.L., S.T.L., West Baden College; M.A., Ph.D., Loyola University, Chicago.
- Charles Shelby Rooks** (CTS) *Associate Professor of Ministry and President*  
B.A., Virginia State College; B.D., Union Theological Seminary; D.D., College of Wooster; Study, Columbia University; Oxford University.
- Eugene F. Roop** (BTS) *Associate Professor in Biblical Studies*  
B.S., Manchester College; M.Div., Bethany Theological Seminary; Ph.D., Claremont Graduate School.

**Theodore C. Ross, S.J.** (JSTC) *Assistant Professor of Historical Theology*  
Litt.B., Xavier University; Ph.L., West Baden College; M.A. (History), M.A. (Theology), Loyola University, Chicago; S.T.L., Bellarmine School of Theology.

**Byron P. Royer** (BTS) *Professor of Pastoral Psychology*  
B.S., Manchester College; B.D., Bethany Theological Seminary; M.A., Northwestern University; Ph.D., University of Chicago.

**Rosemary R. Ruether** (MTS) *Georgia Harkness Professor, Garrett-Evangelical Theological Seminary*  
B.A., Scripps College; M.A., Ph.D., Claremont Graduate School.

**Rafael Sánchez** (MTS) *General Presbyter, Presbytery of the Alamo*  
B.A., University of Kansas; M.Div., McCormick Theological Seminary; M.A., University of Wisconsin; Study, Menninger Foundation.

**Gary R. Sattler** (NBTS) *Instructor in Christian Education (Director, Cooperative Outreach Program to Youth, Glen Ellyn)*  
B.A., Midland College; M.Div., Northern Baptist Theological Seminary; Th.M. (Cand.), McCormick Theological Seminary.

**Thomas A. Schafer** (MTS) *Professor of Church History*  
B.A., Maryville College; B.D., Louisville Presbyterian Theological Seminary; Ph.D., Duke University.

**James A. Scherer** (LSTC) *Professor of Missions and Church History*  
A.B., Yale University; B.D., Th.D., Union Theological Seminary; Study, Chicago Lutheran Theological Seminary; Columbia University; International Christian University, Japan; Oxford University.

**J. Peter Schineller, S.J.** (JSTC) *Assistant Professor of Fundamental Theology*  
A.B., M.A., Fordham University; Ph.L., B.D., Woodstock College; M.A., Ph.D., University of Chicago.

**Calvin H. Schmitt** (MTS) *Professor of Bibliography*  
B.A., University of Dubuque; M.Div., McCormick Theological Seminary; Litt.D., Alma College; Study, University of New Mexico; Union Theological Seminary; Columbia University.

**Carl D. Schneider** (M/L) *Assistant Professor of Religion and Personality*  
B.A., Albright College; B.D., Union Theological Seminary; Ph.D., Harvard University.

**Robert J. Schreiter, C.PP.S.** (CTU) *Assistant Professor of Doctrinal Theology*  
B.A., St. Joseph's College; Th.Dr., Katholieke Universiteit, Nijmegen.

**W. Widick Schroeder** (CTS) *Professor of Religion and Society*  
B.A., Bethel College; M.A., Michigan State University; B.D., Chicago Theological Seminary; Ph.D., University of Chicago.

**Robert C. Schultz** (DIT) *Psychology (Director of Field Education, Lutheran Theological Southern Seminary)*  
A.B., M.Div., Concordia Seminary, St. Louis; Dr.Theol., Friedrich Alexander University, Erlangen; Study, Harvard Divinity School; Menninger Foundation.



- Robin J. Scroggs** (CTS) *Professor of New Testament*  
B.A., B.Mus., University of North Carolina; B.D., Duke University; Ph.D., Princeton University.
- Robert T. Sears, S.J.** (JSTC) *Assistant Professor of Fundamental Theology*  
A.B., M.A., Loyola University, Chicago; Ph.L., West Baden College; S.T.L., Sankt Georgen, Frankfurt; Ph.D., Fordham University.
- Donald Senior, C.P.** (CTU) *Assistant Professor of New Testament Studies*  
B.A., Holy Cross Academic Institute, Chicago; Bacculareate en Theologie, S.T.L., S.T.D., University of Louvain.
- Neil H. Shadle** (M/L) *Assistant Professor of Field Education*  
A.B., Ohio Wesleyan University; B.D., Meadville Theological School. (Sabbatical, Fall, Winter and Spring Quarters).
- Norman Shawchuck** (MTS) *Project Director, Parish Development Project, Institute for Ministry Development*  
Diploma, Trinity Bible Institute; B.A., Jamestown College; M.Div., Garrett Theological Seminary; Ph.D., Northwestern University.
- Franklin Sherman** (LSTC) *Professor of Christian Ethics and Director of Graduate Studies*  
A.B., Muhlenberg College; M.Div., Chicago Lutheran Theological Seminary; M.A., Oxford University; M.A., Ph.D., University of Chicago.
- Joseph Sittler** (LSTC) *Visiting Professor in Theology*  
A.B., LL.D., Wittenberg University; B.D., Hama School of Theology; D.D., Wagner College; L.H.D., Alfred University; Litt.D., Meadville Theological School; Study, Gettysburg College; University of Notre Dame; Loyola University, Chicago; Oberlin College; University of Chicago; Western Reserve University; University of Heidelberg.
- Graydon F. Snyder** (BTS) *Professor of Biblical Studies and Dean*  
B.A., Manchester College; B.D., Bethany Theological Seminary; Th.D., Princeton Theological Seminary; Study, Pontifical Institute of Christian Archaeology, Rome; Cambridge University.
- Alphonse Spilly, C.P.P.S.** (CTU) *Assistant Professor of Old Testament Studies*  
B.A., M.A., University of Dayton; Ph.D., (Cand.), University of Chicago.
- Charles S. Spivey** (CCTS) *Senior Pastor, Quinn Chapel, African Methodist Episcopal Church*  
B.S., Wilberforce University; B.D., Yale Divinity School; Study, Oberlin Graduate School of Theology; University of Pittsburgh.
- John W. Stettner** (MTS) *Professor of Pastoral Care and Counseling*  
B.A., Ohio State University; B.D., Yale Divinity School; M.A., University of Chicago; Th.D., Iliff School of Theology; Study, Jung Institute, Zurich.
- Jack L. Stotts** (MTS) *Professor of Christian Ethics and President*  
B.A., Trinity University; B.D., McCormick Theological Seminary; M.A., Ph.D., Yale University; Study, Oxford University.
- Carroll StuhlmueLLer, C.P.** (CTU) *Professor of Old Testament Studies*  
B.A., Holy Cross Academic Institute, Chicago; S.T.L., Catholic University; S.S.L., S.S.D., Pontifical Biblical Institute, Rome; D.H.L., St. Benedict College.

- Paul R. Swanson** (LSTC) *Professor of Pastoral Care*  
A.B., Augustana College; M.Div., Augustana Theological Seminary; S.T.M., Andover Newton Theological School; Ph.D., Boston University.
- Tyler Thompson** *Professor of Philosophy of Religion, Garrett-Evangelical Theological Seminary*  
B.S., California Institute of Technology; S.T.B., Boston University School of Theology; Ph.D., Boston University.
- William G. Thompson**, S.J. (JSTC) *Associate Professor of Biblical Theology*  
A.B., M.A., Loyola University, Chicago; Ph.L., S.T.L., West Baden College; S.S.L., S.S.D., Pontificio Istituto Biblico, Rome.
- Robert I. Tobias** (LSTC) *Professor of Ecumenics and Director of Doctor of Ministry Program and of Continuing Education*  
A.B., Phillips University; M.A., Graduate School of Theology, Phillips University; B.D., Union Theological Seminary; Th.D., University of Geneva and Graduate School of Ecumenical Studies. (Sabbatical, Fall, Winter and Spring Quarters).
- Marjorie Tuite**, O.P. (JSTC) *Coordinator, Ministerial Program*  
A.B., Ohio Dominican College; M.A., Fordham University; M.A., Manhattan College.
- Herbert D. Valentine** (MTS) *Executive Presbyter, Presbytery of Baltimore*  
B.S., University of California; B.D., San Francisco Theological Seminary; D.Min., McCormick Theological Seminary.
- Roman Vanasse**, O.Praem. (CTU) *Associate Professor of Doctrinal Theology and Director of M.A. Program*  
B.A., St. Norbert College; S.T.L., S.T.D., Pontifical Gregorian University, Rome; Study, Oriental Institute, University of Chicago; Pontifical Biblical Institute, Rome.
- Dennis H. Vanlier**, S.J. (JSTC) *Lecturer in Pastoral Care and Spirituality*  
Ph.L., Berchmanianum, Nijmegen; M.A. (equiv.), University of Amsterdam; S.T.L., Canisianum, Maastricht; S.T.M., D.Min., Andover-Newton Theological School.
- Arthur Vööbus** (LSTC) *Professor of New Testament and Church History*  
Cand. Theol., Mag. Theol., Dr. Theol., University of Tartu, Estonia.
- Murray L. Wagner** (BTS) *Librarian and Assistant Professor of Bibliography*  
B.A., Manchester College; B.D., Bethany Theological Seminary; Th.D., Chicago Theological Seminary; M.A.L.S., Rosary College.
- Michael F. Walsh**, C.M. (DIT) *Sacred Scripture*  
A.B., St. Mary's Seminary, Perryville; M.A., Catholic University of America; S.S.L., Pontifical Biblical Institute, Rome.
- Donald Wardlaw** (MTS) *Professor of Preaching and Worship*  
B.A., Columbia College; B.D., Union Theological Seminary in Virginia; Ph.D., University of Aberdeen.
- Harold D. Weiss** (MTS) *Professor of Religion, University of Notre Dame*  
B.A., Southern Missionary College; M.A., B.D., Andrews University; Ph.D., Duke University; Study, Union Theological Seminary.



**Frederick K. Wentz** (CCTS) *Executive Director*

B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Yale University; Litt. D., Thiel College; D.D., Hartwick College; Study: University of Southern California.

**Jared Wicks, S.J.** (JSTC) *Associate Professor of Historical Theology*

Litt.B., Xavier University; M.A., Loyola University, Chicago; Ph.L., S.T.L., West Baden College; Dr. Theol., University of Munster. (Academic leave, Spring 1978, Associate Professor of Theology, Wau Major Seminary, Republic of the Sudan.)

**David J. Wieand** (BTS) *Professor of Biblical Studies and Director of Continuing Education*

B.A., Juniata College; M.A., New York University; B.D., Bethany Theological Seminary; Ph.D., University of Chicago; Study, Chicago Institute of Psychoanalysis; National Training Laboratory; National Protestant Laboratory, Green Lake; American School of Oriental Research, Jerusalem; Northeast Career Center, Princeton; Brook Lane Psychiatric Center, Hagerstown.

**James E. Will** *Professor of Systematic Theology and Director of Peace Institute, Garrett-Evangelical Theological Seminary*

B.A., North Central College; B.D., Evangelical Theological Seminary; Ph.D., Columbia University and Union Theological Seminary; Study, The Free University, West Berlin; University of Vienna.

**Donald Foster Williams** (CCTS) *Director of Academic Affairs*

B.A., Baylor University; M.R.E., New York Theological Seminary; B.D., Union Theological Seminary; Ph.D., New York University; M.B.A. (Cand.), University of Chicago; Study, Trinity University; University of Southern California; Harvard University.

**Frank C. Williams** (MTS) *Executive Director, Midwest Career Development Center*

B.A., Alma College; M.A., Michigan State University; M.Div., D.Min., McCormick Theological Seminary.

**Robert C. Worley** (MTS) *Professor of Education and Ministry and Director of Doctor of Ministry Program*

B.A., Oklahoma State University; D.D.S., M.S., Northwestern University; B.D., McCormick Theological Seminary; Ed.D., Columbia University.

**Jeremiah A. Wright** (CCTS) *Pastor, Trinity United Church of Christ, Chicago*

B.A., M.A. (English), Howard University; M.A. (Theology), Ph.D. (Cand.), University of Chicago.

**Joseph F. Wulftange, S.J.** (JSTC) *Professor Emeritus of Fundamental Theology*

A.B., Loyola University, Chicago; M.S., St. Louis University; Ph.L., S.T.L., West Baden College; M.S., University of Minnesota; Ph.D., Pontifical Gregorian University, Rome.

**Hyang Sook Chung Yoon** (CTU) *Associate Director of Library*

A.B., M.A., Seoul National University; M.L.S., University of Texas, Austin.

**Warren Cameron Young** (NBTS) *Professor of Theology and Christian Philosophy*

A.B., Gordon College; M.A., Ph.D., Boston University; Study, University of Heidelberg; University of Basel.

**Barbara Brown Zikmund** (CTS) *Assistant Professor of Church History and Director of Studies*  
B.A., Beloit College; B.D., Ph.D., Duke University.

## LIBRARIANS

**Lowell C. Albee, Jr.** (LSTC) *Director of Library; (Jesuit/Lutheran (Krauss)/McCormick Libraries) Coordinator of Readers Services*  
B.A., Upsala College; M.Div., Augustana Theological Seminary; M.S., Simmons College, School of Library Science; Study, Andover-Newton Theological School; University of Chicago; Concordia Seminary, St. Louis.

**Kathleen A. Arthur** (Jesuit/Lutheran (Krauss)/McCormick Libraries) *Periodicals Department Assistant*  
B.A., Indiana University; M.A., (Cand.), University of Chicago.

**Joan Blocher** (CTS) *Assistant Librarian*  
B.A., University of Redlands; M.A.L.S., Rosary College.

**Forrest S. Clark** (NBTS) *Librarian; (The Library of Bethany and Northern Baptist Theological Seminaries) Director of Instructional Services*  
B.A., Middle Tennessee State University; M.Div., Southern Baptist Theological Seminary; M.S.L.S., University of North Carolina; Doctoral Studies, Northern Illinois University.

**Janet Davidson** (MTS) *Religious Education Librarian*  
B.A., Millikin College; M.A.R.E., McCormick Theological Seminary.

**Arlene M. Feiner** (JSTC) *Librarian; (Jesuit/Lutheran (Krauss)/McCormick Libraries) Coordinator of Periodical Collection*  
B.A., Alverno College; M.A.L.S., Rosary College; Study, Georgetown University; George Washington University; American University; Indiana University.

**Neil Gerdes** (M/L) *Librarian; (CCTS) Director of Library Programs*  
A.B., University of Illinois; B.D., Harvard University; M.A., Columbia University; M.A., University of Chicago.

**Francis Germovnik, C.M.** (DIT) *Librarian*  
B.A., University of Ljubljana, Yugoslavia; M.A.L.S., Rosary College; J.C.L., J.C.D., University of St. Thomas, Rome.

**Myron Gohmann, C.P.** (CTU) *Associate Director of Library*  
L.Hist.E., Pontifical Gregorian University, Rome; M.A.L.S., Rosary College. (Sabbatical, 1977-78).

**Maryanne Hanak** (CTU) *Associate Director of Library*  
B.A., Rutgers University; M.L.S., State University of New York at Albany.

**Earle Hilgert** (Jesuit/Lutheran (Krauss)/McCormick Libraries) *Coordinator of Collection Development*  
A.B., Walla Walla College; B.D., Adventist Theological Seminary; M.A., University of Chicago; D.Th., University of Basel.

**Elvire Hilgert** (MTS) *Assistant Librarian; (Jesuit/Lutheran (Krauss)/McCormick Libraries) Coordinator of Technical Services*  
B.A., Pacific Union College; M.L.S., Catholic University of America; Study, Adventist Theological Seminary; University of the Philippines, Manila; University of Basel.



**Albert E. Hurd** (CTS) *Librarian*

A.B., Michigan State University; B.D., Chicago Theological Seminary; M.A. (Cand.), University of Chicago.

**Elinor C. Johnson** (LSTC) *Associate Librarian*

A.B., Augustana College; M.A., University of Chicago.

**Judy Knop** (Jesuit/Lutheran (Krauss)/McCormick Libraries) *Catalog Librarian*

A.B., Park College; M.A. (Cand.), University of Chicago.

**Kenneth O'Malley, C.P.** (CTU) *Director of Library*

M.A.L.S., University of Michigan; Ph.D. (Cand.), University of Illinois; Study, University of Detroit; Loyola University, Chicago; Saint Louis University; Spalding College.

**Vera L. Robinson** (NBTS) *Catalog Librarian* (The Library of Bethany and Northern Baptist Theological Seminaries)

A.B., Westmar College; M.A. University of Chicago.

**Calvin H. Schmitt** (MTS) *Librarian; (Jesuit/Lutheran (Krauss)/McCormick Libraries) General Director*

A.B., University of Dubuque; M.Div., McCormick Theological Seminary; Litt.D., Alma College; Study, University of New Mexico; Union Theological Seminary; Columbia University.

**Kenneth M. Shaffer** (BTS) *Acquisitions Librarian* (The Library of Bethany and Northern Baptist Theological Seminaries)

A.B., Bridgewater College; M.Div., Bethany Theological Seminary; Study, Northern Illinois University.

**Gwendolyn R. Vandon** (BTS) *Circulation and Serials Librarian* (The Library of Bethany and Northern Baptist Theological Seminaries)

L.T.A., College Of DuPage.

**Murray L. Wagner** (BTS) *Librarian; (The Library of Bethany and Northern Baptist Theological Seminaries) Director of Technical Services*

B.A., Manchester College; B.D., Bethany Theological Seminary; Th.D., Chicago Theological Seminary; M.A.L.S., Rosary College.

**Marian Wiegel, R.S.M.** (JSTC) *Assistant Librarian*

B.Ed., St. Xavier College; M.A.L.S., Rosary College.

**Hyang Sook Chung Yoon** (CTU) *Associate Director of Library*

A.B., M.A., Seoul National University; M.L.S., University of Texas, Austin.

# ANNOUNCEMENTS

## CLUSTER LIBRARY SERVICES

The Cluster supports a vigorous library program which provides many benefits to students and faculty. The combined Cluster library collections comprise over 800,000 volumes and represent one of the largest collections among theological consortia in the nation. A Union List of 1700 current periodicals assist Cluster library users in locating desired titles, and all Cluster library users have access to the Cluster Union Catalog of holdings acquired since July 1972, which is located at the Jesuit/Lutheran/McCormick Libraries. The loan of books or periodicals between Cluster schools is facilitated by the use of an interlibrary teletype and courier system, and direct access to all Cluster libraries is provided by a Cluster I.D. card. A staff of twenty library professionals with various subject specializations is available to assist users with reference and research problems. The Cluster libraries have uniform policies for loan periods, care of reserve books, reference books, periodicals and costs for photocopying.

Other Cluster library cooperative programs that benefit users are a coordinated joint acquisitions program for books, periodicals, and monograph series. Beginning in 1977 the Cluster libraries will participate in the services of the Ohio College Library Center.

Beyond the Cluster library resources are those of other Chicago seminaries and universities, the Chicago Public Library, Newberry Library, and John Crerar Library. All Cluster libraries belong to the Illinois Library and Information Network (ILLINET) which provides access to statewide library resources as well as the bibliographic services of the Ohio College Library Center.

Each Cluster library has its special strengths or collections. Below is a brief description of the kinds of special holdings to be found in the Cluster:

\* **Bethany Theological Seminary:** Special strengths in Brethren history, Pietism, peace studies, and psychological journals. Special collections are the Abraham H. Cassell Collection of 19th century historical and theological books and pamphlets, and the Huston Bible Collection, which represents over four hundred volumes with numerous editions of the English Bible.

**Catholic Theological Union:** Special collection strength in the subjects of Scripture, patrology, canon law, and missiology.

**Chicago Theological Seminary:** Collection strength in ethics, sociology of religion, psychology and personality sciences. Special collections are in Congregational and Puritan studies and Hebraica.

**DeAndreis Institute of Theology:** Collection strength in Vincentiana, Scripture and Catholic church history.

+ **Jesuit School of Theology:** Special collection strengths in Jesuistica, modern and contemporary continental philosophy, patristics, medieval scholastic theology and Catholic systematic theology.

+ **Lutheran School of Theology:** Collection strength in church history, theology, Lutheran Orthodoxy, Pietism, and recent continental theology. Special collections of published and unpublished materials related to the history of the Lutheran Church in America, United Lutheran Church, Augustana Evangelical Lutheran Church, American Evangelical Lutheran Church (Danish), and the Finnish Evangelical Lutheran Church (Suomi Synod). Gruber Collection of Greek MSS from the 9th-15th centuries; early editions of German and English Bibles.



+ **McCormick Theological Seminary:** Collection strength in biblical studies including biblical archaeology, Reformation, patristics, and Evans *American Bibliography* in microprint. Special collections include Presbyteriana and the Condit and Simms English Bible Collections.

**Meadville/Lombard Theological School:** Collection strengths in Unitarian materials, social ethics and history of religions.

\***Northern Baptist Theological Seminary:** Collection strengths in Baptist history. Special collections consist of Baptist Association records, American Baptist Convention records, Danish and Norwegian Baptist Seminary material; A. T. Olmstead Collection in Ancient Near Eastern Languages and Literature.

**The Ecumenical Parish Resource Center (EPRC),** administered by the Jesuit/Lutheran/McCormick libraries and located at LSTC, provides a variety of current resources for use in church programming. The Center's resources include approximately 55 programs in religious education; a special collection of materials pertaining to the various functions of the congregation, including worship, ministry, and organization; and more than 150 simulation games. Along with such resources, the staff of the Center provides unique services in assisting denominational officials, pastors, seminary students and laypersons in developing meaningful programs for their judicatories, congregations, groups or classes. Interested parties are invited to contact the Center for further information.

\*The libraries of Bethany and Northern Baptist are a merged library with integrated staffs and collections housed on the Bethany campus.

+ The libraries of Jesuit, Lutheran, and McCormick are a joint library with integrated staffs and collections housed on the Lutheran campus.

## CLUSTER THEOLOGICAL LANGUAGE COURSES

In addition to the courses in biblical languages listed among the regular course offerings, non-credit courses in French, German and Latin are offered through the Cluster during each quarter of the academic year as warranted by student interest. The aim of the courses is to assist students to achieve facility in reading theological literature in the respective languages. Such facility is frequently employed to fulfill language requirements for certain degree programs. A nominal fee is charged. For further information contact the Cluster office.

## CLUSTER CENTER FOR THEOLOGY AND MINISTRY IN GLOBAL PERSPECTIVE

**Historical Background.** Since its inception the Cluster has embodied a deepening commitment to the internationalization of theological education. This commitment has expressed itself through such diverse forms as extensive World Mission Study course offerings, a unique Cluster Area of Concentration in Cross-Cultural Communication, an Annual World Mission Institute, seminary-sponsored programs for overseas study and for faculty-student exchange with theological schools around the world, and various local programs planned by, with, and for international students and visiting faculty and lecturers from other nations.

In order to strengthen its commitment to bring international perspectives to bear upon all aspects of theological education within its member schools and to secure resources to enhance such endeavors, during 1977 the Cluster has established a Center for Theology and Ministry in Global Perspective. Under the leadership of its Director and with the continuing assistance of its International Programs Coordinator and the Cluster Committee on International Programs, the new "Global

Perspective Center" (GPC) will explore more effective ways of illuminating theological study, ministerial preparation, and continuing education with insights and experiences of an international character.

**Resources.** The GPC offers a rich setting in which to study theology and to begin or continue preparation for mission and ministry in a world perspective. Ecumenically, the heritages of six Protestant and three Roman Catholic schools of the Cluster are complemented by those of other theological schools which comprise the Chicago Theological Institute (q.v., pp. 138-139). Educationally, the aforementioned curricular and extra-curricular resources of the Cluster schools are enhanced by those of the Chicago Theological Institute and the University of Chicago, which latter provides wide offerings in languages and area studies. Cluster students from schools located in Hyde Park enjoy significant tuition reduction for work taken concurrently in the University and its Divinity School.

### Cluster World Mission Institute

The seventh annual Cluster World Mission Institute will be held April 2-8, 1978. The theme will be "Missions and Human Rights." With ecumenical and international leadership, the Institute brings together students, missionaries, pastors, administrators, and scholars to identify and address problems and concerns that are of transcultural and international import.

Institute topics in recent years have included The Role of the Missionary, Mission in One World, Evangelization and Human Development in the Third World, and From Independence to Interdependence in World Mission. A list of available publications, manuscripts, and cassette tapes related to previous Institutes may be obtained from the Cluster office.

### CENTER FOR ADVANCED STUDY IN RELIGION AND SCIENCE

**Historical Background.** The Center for Advanced Study in Religion and Science (CASIRAS) is an independent incorporated institution with an Advisory Board comprised of approximately one hundred internationally renowned scholars and scientists representing all major disciplines. Since 1970, CASIRAS has developed an increasingly close affiliation and effective working relationship with the Chicago Cluster of Theological Schools.

The purposes of such cooperative relationship are to achieve a greater integration between the scientific and religious models or images concerning the nature and destiny of humans in the context of the reality which created and sustains them, thereby to make possible a more effective interpretation of the long-evolved wisdom of our religious heritage. The involvement of CASIRAS in the following endeavors reflects such purposes.

**Advanced Seminar in Theology and the Sciences.** The seminar was begun at Meadville/Lombard Theological School in 1965 under the direction of Ralph Wendell Burhoe, and is one of the precursors of interinstitutional Cluster faculty and student involvement in an interdisciplinary research project. The seminar and related conferences have provided Cluster personnel with opportunities for small-group discussion of new insights from the sciences for understanding human nature and destiny with such internationally distinguished scientists (including some Nobel Prize winners) as: H. Stanley Bennett, J. Bronowski, Sanborn C. Brown, Donald T. Campbell, Theodosius Dobzhansky, Alfred E. Emerson, Sir John Eccles, Clifford Geertz, Benson E. Ginsburg, Garrett Hardin, Dwight J. Ingle, Aharon Katchalasky-Katzir, Hermann Joseph Muller, Michael Polanyi, Van Rensselaer Potter, C. L. Prosser, Arnold Ravin, Harlow Shapley, Sol Tax, and Anthony F. C. Wallace. Many of the papers shared by such scholars in the seminar have been published in *Zygon* or elsewhere and represent keys to new



breakthroughs of the wall separating religious and scientific understanding. Local and other theological faculty have also employed the seminar as a forum for presenting outstanding papers which foster pioneering understandings of a more positive relation of religion and science and which, upon publication, constitute a growing literature for such breakthroughs. The current offering, CCTS T-572: Advanced Seminar in Theology and Sciences, is described on pp. 35-36.

**Fellows and Associates.** A limited number of theologians and scientists from local as well as from West and East Coast institutions have been appointed Fellows and Associates of CASIRAS, sometimes for a sabbatical year, where they have written papers and books with the benefit and guidance and critical review by others associated with the Center. Several ministers have also come to CASIRAS as Associates for extended periods of continuing education. Their studies have similarly led to significant papers in the field, some of which have been published.

**Courses.** From its inception CASIRAS has provided team-taught courses for Cluster students pursuing basic professional degrees. In 1970-71 the Center pioneered in organizing the Cluster's first year-long sequence, "Man and His Environment," which involved 12 faculty from 5 seminaries and an ecologist from a neighboring university, together with some 20 students from 5 schools. Other interinstitutionally team-taught courses have followed and a description of the current offering, CCTS T-472: Communicating the Religious Message in an Age of Science, may be found on p. 35.

In addition to offering courses on the basic professional degree level, CASIRAS has been involved in thesis advising for advanced academic degrees. Moreover, from the outset CASIRAS has participated with faculties of Cluster schools in academic planning, including the development of (1) professional degree programs for students preparing for ministry and for clergy engaged in continuing education; (2) academic doctoral studies for future teachers and researchers within the framework of existing degree programs in the Cluster schools; and (3) post-doctoral programs for faculty.

**Conferences and Symposia.** For many years CASIRAS, together with its affiliated membership society, the Institute on Religion in an Age of Science (IRAS), has organized conferences and symposia on religion and the sciences. Among the more recent of such endeavors is a conference generated by four members of local theological faculties under the chairmanship of Philip Hefner of the Lutheran School of Theology at Chicago. Dealing with "The Human Prospect: Heilbroner's Challenge to Religion and Science," certain of the conference papers are published in *Zygon* (September, 1975). Many less formal discussions, including occasional ad hoc gatherings with other faculty and creative leaders in the field who are visiting in the Chicago area have also been arranged for students and faculty of the Cluster.

**Publishing.** CASIRAS and IRAS are the joint publishers of *Zygon, Journal of Religion and Science*, edited by Ralph W. Burhoe. The journal has been published at the University of Chicago Press since 1966; its editorial offices are housed with the Cluster. Communications from religious and scientific personnel indicate that this journal, whose back-issue sales have been highest among the 33 journals of the University Press, constitutes an unusually valuable resource for those concerned with the new thrust to vitalize the religious message by rejoining religious and scientific knowledge.

**Guided Research and Study.** CASIRAS makes available through the Cluster opportunities which are unique among American theological schools for guided research and study in the area of theology and the sciences.

For further information contact the Center for Advanced Studies in Religion and Science, 1100 East 55th Street, Chicago, Illinois 60615. Phone: (312) 667-3500, ext. 268 or 643-5131.

Ralph Wendell Burhoe, Director

## INSTITUTE ON THE CHURCH IN URBAN-INDUSTRIAL SOCIETY

The Institute on the Church in Urban-Industrial Society (ICUIS), based at McCormick Theological Seminary, was established in 1966 by the Presbyterian Institute of Industrial Relations in cooperation with the Advisory Group on Urban and Industrial Mission, Commission on World Mission and Evangelism, World Council of Churches. While retaining these historic relationships, during 1975 ICUIS has become located with the Chicago Cluster of Theological Schools and has established relationships with a wider range of American denominations.

The Advisory Group on Urban and Industrial Mission, W.C.C., "recognized the Institute on the Church in Urban-Industrial Society as the one centre mandated by it to provide information and consultation on training facilities for urban and industrial ministries as well as an international reference centre for literature and programme information in this field." In line with this mandate ICUIS performs a variety of data-collecting and program resourcing functions.

As a center for the gathering of information, ICUIS provides an information bank which draws upon a continuing flow of case studies, project reports, articles, correspondence, books and other materials coming out of the church's involvement in the issues of urbanization, technological change, international justice and human development. This material is selected, annotated, indexed and distributed among a world-wide network in a monthly *Abstract Service* and a bibliographic service. Any of the more than 5,000 items in the ICUIS files, which are cross-indexed topically and geographically, can be retrieved upon request. Retrieval is facilitated by a regular Quarterly Index to the *Abstract Service*. The ICUIS information system is backed by over 100 file drawers of materials on issues, projects and studies on urban-industrial mission.

Besides linking people engaged in the church's world-wide urban-industrial mission through information exchange, the resources of ICUIS have been used as models of involvement by those engaged in urban-industrial and metropolitan mission programs around the world;

as teaching material by seminary and college professors in courses on church and society, the theology of mission, metropolitan and regional development, technology and culture, and in continuing education and action training programs;

as research material for students in courses or projects related to the church's involvement in societal issues;

as a program resource by women's associations, couples' clubs, and young adult groups in issues related to the international dimensions of urbanization and technological change;

as the basis for mission institutes and orientation programs for those going overseas or for those returning from overseas assignments and for overseas persons assigned to ICUIS for periods of specialized study and action;

as the basis for preparing bibliographies and program materials for special program emphases of church agencies.

The resources of ICUIS are available to church agencies and local churches through the *Abstract Service* and other publications of ICUIS which provide up-to-date information on the international dimensions of the church's urban-industrial mission;

through the indexed material and the background files which provide program resources on the issues of metropolitan and technological change world-wide;

through consultation services to help plan institutes, seminars and conferences on the issues and the action involved in the internationalization of mission;



through orientation programs for people going overseas in the service of the church or of secular agencies, and week-end seminars for local churches.

### Ministers in Industry Program

Ministers in Industry has for many years been a consciousness-raising and experience-expanding summer work-seminar program aimed at putting seminary students in touch with life in industry. During the summer of 1978, the eight-week program will deal with "Work Issues in Contemporary America." The program's main purpose will be to focus students' attention on the ethos created by U.S. technology and the American productive system.

Students are employed as wage earners in factories and service jobs during the day, and participate in a 3-hour seminar each week. The seminar portion of the program deals with the political, social, ethnic, racial, and economic issues faced by wage earners; with on-the-job problems; with full employment issues; with the effectiveness of the trade unions in democratizing the industrial process; and with the international impact of U.S. economic decisions.

Content of the seminar discussions will be provided by observations and reflections stemming from students' respective work situations and by preparatory readings. Each participant is expected to concentrate his or her attention on a given area of industrial experience, as reflected in the major issues noted above, and to prepare a paper on this particular issue.

The seminar sessions will be led by Prof. Poethig, who will provide an outline and content analysis of each issue; each student will speak to the issue which he or she has chosen, reflecting on what has been learned in the work experience and in the readings. Where needed, outside expertise will also be drawn in.

Students should plan to begin their summer employment by June 5, 1978, or as soon thereafter as possible. The orientation session will be held during the week beginning June 5, and the final seminar will be held during the week ending August 5. Students who desire may continue their jobs beyond the conclusion of the seminar. An optional debriefing session will be held September 6, and all papers will be due no later than August 31. Evaluation will be based upon seminar performance, the paper, and work performance (in consultation with the labor relations or personnel department of the factory in which the student has worked).

Enrollment is open to students who have completed one year of study at any accredited theological seminary. While the program is offered for 4 quarter hours credit, additional academic and/or clinical credit may be negotiated. Tuition for the program is payable to McCormick Theological Seminary at its regular rate for the number of credit hours sought. Applications for admission may be obtained in the office of the dean or registrar at each Cluster school or from ICUIS, and should be submitted to ICUIS by May 16, 1978.

For further information, write or phone: Institute on the Church in Urban-Industrial Society, 5700 S. Woodlawn Avenue, Chicago, Illinois 60637. Phone: (312) 643-7111.

Richard P. Poethig, Director  
Bobbi Wells Hargleroad, Documentation Director  
Mary J. Kirklin, Administrative Assistant

### CHICAGO THEOLOGICAL INSTITUTE

The Chicago Cluster of Theological Schools enjoys a cordial and fruitful working relationship with the Chicago Theological Institute (CTI), which is a consortium of five theological schools located in the northern metropolitan area of the city. The member institutions of CTI are Garrett-Evangelical Theological Seminary

(United Methodist), North Park Theological Seminary (Evangelical Covenant), Seabury-Western Theological Seminary (Episcopal), Trinity Evangelical Divinity School (Evangelical Free) and St. Mary of the Lake Seminary (Roman Catholic), an associate member. Each of these five institutions embodies a unique theological tradition or denominational affiliation which complements and enriches those represented among the nine schools of the Cluster.

By common agreement between the two consortia students other than those pursuing academic doctorates in each member school enjoy tuition-free cross-registration privileges in all other member schools. Most Cluster students thus have broad functional access without additional fees to significant curricular resources in fourteen theological schools which collectively represent a richness and diversity of ecumenical perspectives and theological traditions unduplicated in any other local setting.

The procedures for cross-registering into CTI schools are identical to those for cross-registering into Cluster schools. Information regarding CTI course descriptions and schedules is available in the office of the dean and registrar at each Cluster school. Such information may also be obtained from the office of the dean or registrar of the respective CTI schools:

Garret-Evangelical Theological Seminary  
2121 Sheridan Road  
Evanston, Illinois 60201  
273-2511

St. Mary of the Lake Seminary  
Mundelein, Illinois 60060  
566-6401

North Park Theological Seminary  
5125 North Spaulding Avenue  
Chicago, Illinois 60625  
583-2700

Trinity Evangelical Divinity School  
2045 Half Day Road  
Deerfield, Illinois 60015  
945-6700

Seabury-Western Theological Seminary  
2122 Sheridan Road  
Evanston, Illinois 60201  
328-9300

## CHICAGO AREA COLLEGES AND UNIVERSITIES

In addition to certain informal cooperative agreements which the Chicago Cluster of Theological Schools and its member institutions enjoy with various colleges and universities in the metropolitan area, one or more Cluster schools enjoy formal relationships with various local institutions of higher education. Through such relationships students at the respective seminaries enjoy correspondingly expanded and enriched educational offerings as well as a variety of significant benefits which may include participation in joint-degree programs; tuition reduction for course work; library privileges; and access to health services, cultural activities, and recreation facilities.

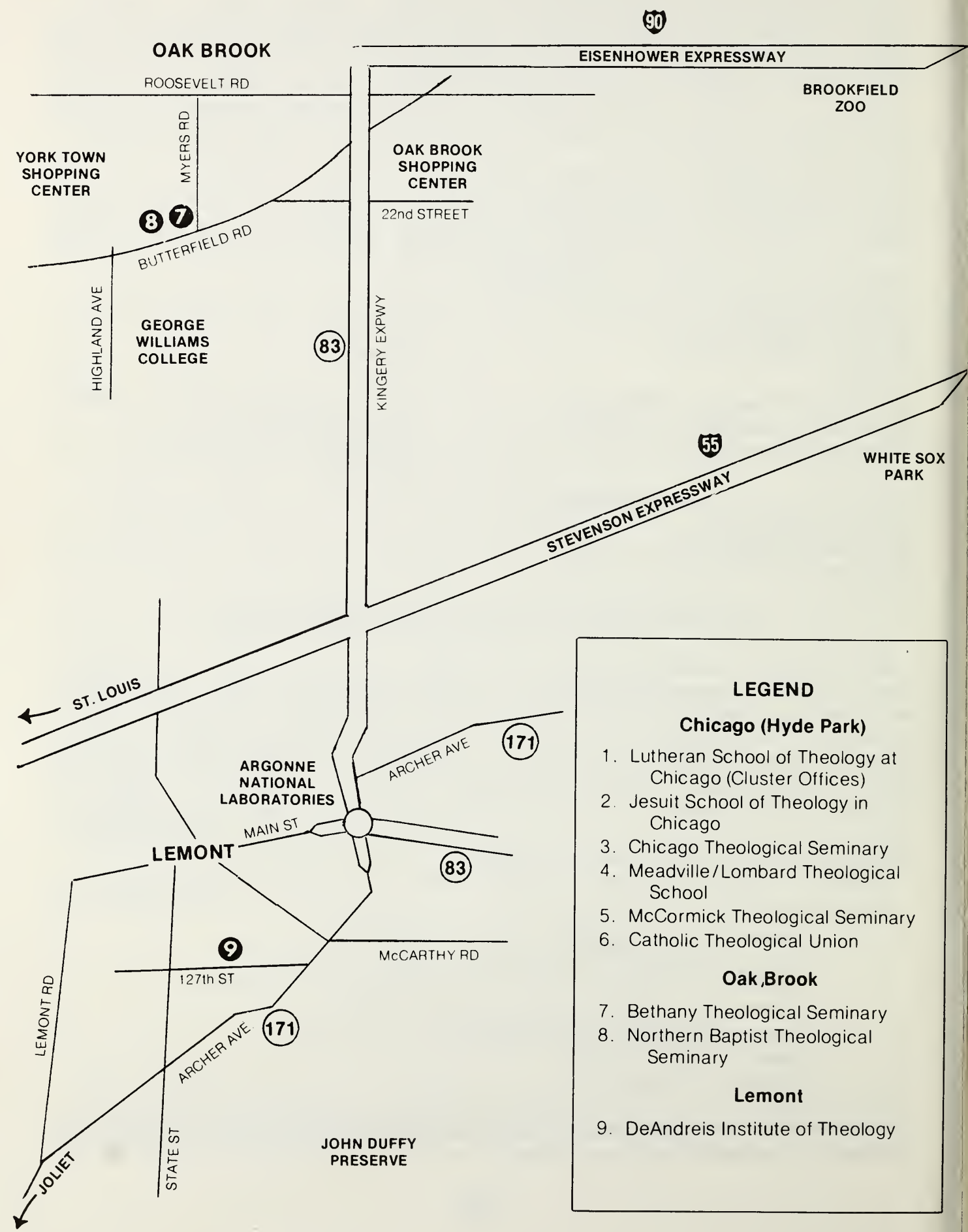
The local colleges and universities with whom the respective Cluster schools enjoy such relationships are the following:

DePaul University (DIT)  
Loyola University (JSTC, MTS)  
University of Chicago (CTS, CTU, JSTC, LSTC, M/L, MTS)  
University of Illinois at Chicago Circle (MTS)  
George Williams College (NBTS)  
Rosary College (MTS)  
Wheaton College (NBTS)

Full particulars on these several relationships may be obtained by consulting the catalogs of the respective Cluster schools.



# the chicago cluster of theological schools



CIVIC OPERA HOUSE

SEARS  
TOWER

CHICAGO LOOP

JOHN HANCOCK  
CENTER  
ART  
INSTITUTE  
OF CHICAGO  
GOODMAN THEATRE

NAVY  
PIER



EISENHOWER EXPRESSWAY

GRANT PARK  
FIELD MUSEUM OF  
NATURAL HISTORY  
SOLDIER FIELD

SHEDD AQUARIUM  
ADLER PLANETARIUM  
MEIGS FIELD  
McCORMICK PLACE

STEVENSON EXPRESSWAY

LAKE  
MICHIGAN

LAKE SHORE DRIVE

HYDE PARK

DAN RYAN EXPRESSWAY

MARTIN LUTHER KING DR.

WASHINGTON

PARK

COTTAGE GROVE

E 52nd ST

E 53rd ST

E 54th ST

E 54th PL

E 55th ST

E 56th ST

E 57th ST

E 58th ST

E 59th ST

MIDWAY PLAISANCE

GREENWOOD

THE UNIVERSITY

UNIVERSITY  
OF  
CHICAGO

DREXEL

ELLIS

WOODLAWN

KIMBARK

KENWOOD

DORCHESTER

BLACKSTONE

HARPER

LAKE PARK

CORNELL

HYDE PARK

EVERETT

SOUTH SHORE

LAKE SHORE

MUSEUM  
OF SCIENCE  
AND INDUSTRY

JACKSON  
PARK

ILLINOIS CENTRAL R.R.

①

②

③

④

⑤

⑥





**1100 East 55th Street  
Chicago, Illinois 60615  
(312) 667-3500**